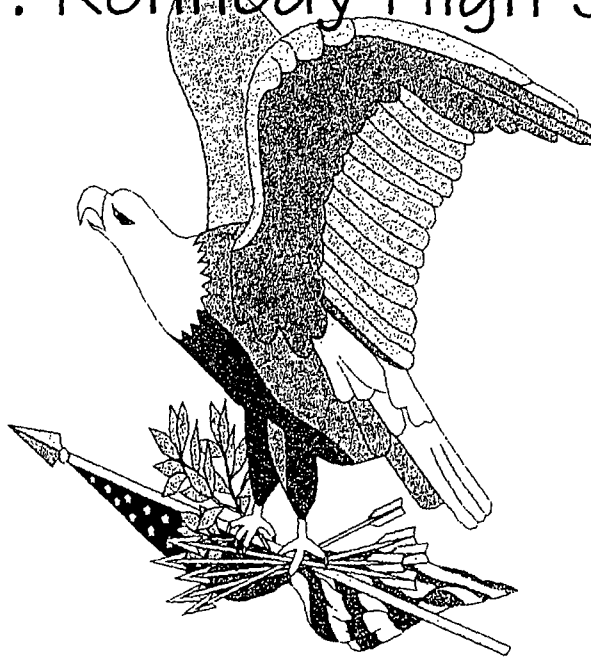


Focus on Learning
John F. Kennedy High School



John F. Kennedy High School
4300 Cutting Blvd.
Richmond, CA 94804

Rosalyn Morgan-Upshaw, Principal
Gladys Chance-Perry, Vice-Principal
Randy Enos - Self Study Coordinator

WASC 16582

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Preface

Kennedy High School completed its last accreditation review in the spring of 1997. The school and its community received a three-year term of accreditation. The school community used the Focus on Learning process to complete its self-study in 1997. The school and its stakeholders have worked to build positive and powerful learning opportunities for all students at Kennedy High School. School improvement efforts began in the spring of 1997 following the visiting team's visit. The school and its stakeholders have continued to participate in ongoing school improvement processes since 1997. Throughout the three years since the process began, staff, administration, parents, and students have worked together to improve education for all students attending Kennedy High School.

The school community has collaborated to create positive school change using the model self-study process. The school community received a new administrative team in the fall of 1997. The site administration has aggressively and thoughtfully supported school improvement processes since that time. They have worked hard to include the input and efforts of all stakeholders at Kennedy High School. After the first year it became evident that student needs dictated a modification of processes away from the action plans established for the last school review. The school's progress report details the modifications and outcomes from this process.

The school community began its self-evaluation process for the 2000-year review in the spring of 1999. The self-study coordinator was appointed and then attended the appropriate W.A.S.C. review training sessions. The staff met and determined two main spring goals. The E.S.L.R.'s from the 1997 review were discussed and it was determined that given the needs of Kennedy School students they should be rewritten to focus on higher standards and increased achievement. A staff committee was formed and began the process of reviewing the WASC guide criteria and E.S.L.R.'s from other local schools. The committee completed a tentative E.S.L.R. revision by June of 1999.

The second goal for the school community during the spring of 1999 was to review the self-study progress and to assess student progress given the yearly goals established in the spring of 1998. A major component of this process was the gathering of student work for analytical purposes. Preliminary focus groups were formed that included staff and students with the hope that the review process could move ahead efficiently at the beginning of the 1999-2000 school year. At the conclusion of the 1999 school term the stage had been properly set for the self-assessment process to move ahead in the fall of 1999.

Prior to the opening of school in fall 1999, the E.S.L.R. committee met and completed a draft set of E.S.L.R.'s that focused on high standards and measurable outcomes. Subsequently, the administration, staff, and a few involved parents reviewed them and modifications were made. During the fall the new E.S.L.R.'s were presented to the student body during all period 2 classes and comments noted. Parents were sent home a copy for comment and the E.S.L.R.'s were published at the school's website. This website is monitored by staff and students for parent and community input.

The opening of the school term for the 1999-2000 academic year required adjustments in the process calendar set at the conclusion of the previous year. Many staff members had left the school and over one half the teaching staff was new to the site. Most interns or pre-interns are unfamiliar with the Focus on Learning process. The staff began meeting to learn the process and contribute to reaching the five outcomes of the self-study process. The leadership team recalibrated the tasks calendar and the community moved ahead with the self-study process in September of 1999.

The process has involved most of the significant stakeholders in the school community. Staff and students have participated in the steps to evaluate student progress at the school. Parents have been included by completing a parents' survey and being involved in a newly-constituted parents group. Parents also participated in general school improvement efforts by attending the bi-lingual parents group meetings and through attendance at school site council meetings. Students have completed a school improvement survey as well as having input on a school needs report developed by the school's leadership class.

New E.S.L.R.'s have been developed that reflect a greater focus on school and student performance. The teaching departments at the school have developed new student learning curricular plans that are standards and skills based. The staff and community are still developing ways to improve student performance that is accurately measurable.

The school community has developed or current profile of significant data that impacts measuring all students' performance. The data-gathering process has been ongoing since 1997. Changes in staffing and student mobility have required modifications in approaches to facilitating improvements in student performance. Standardized testing data indicates that there is great room for improvement in student performance.

Focus Groups composed primarily of on-site staff have worked hard to research student progress towards the higher standards indicated by the revised E.S.L.R.'s. The Focus Groups used the WASC/CDE criteria to measure and identify areas for improvement in terms of both school delivery systems and student progress. The initial focus group reports were written and the leadership team determined they lacked focus on student achievement. The groups and the leadership team then took more time to clarify results and rewrite the Focus Group conclusions in one voice. The subsequent findings reflect conclusions that more closely reflect the criteria for evaluation supplied by WASC/CDE.

The School District has recently developed long-range action plans that reflect current student needs and available resources. The plans focus on four critical areas for improving student performance at Kennedy High School. The areas that focus groups concentrated on include Student Attendance, Student Behavior, Student Achievement, and School Safety. Naturally as measurable and verifiable progress in these areas is made the school can determine if students are progressing towards the E.S.L.R.'s.

The West Contra Costa Unified School District has supported the self-study process. The school has been allocated two additional periods for a coordinator to facilitate the process. The district has provided additional funding and substitutes to facilitate the completion of the self-study. The community and the students support making the improvements indicated by the self-study findings.

The process of improving educational services and student performance at Kennedy High School is ongoing. The completion of the Focus on Learning 2000 assessment is the beginning of the next phase of improved student performance at Kennedy High School. The insights gained from the process have helped students, staff and parents understand the challenges that must be met by all stakeholders over the next three to five years.

Leadership Team	
Mrs. Upshaw (Principal)	Ms. Cartwright (Tech. chair)
Ms. Chance-Perry (Vice-Principal)	Mr. Pollock (Foc. Tm Chr)
Mr. Harris (community Rep.)	Mr. Tolentino(Foc. Tm Chr)
Ms. Clemons (Parent Rep.)	Ms. Strobel (Foc Tm Chr)
Ms. Felix (Dept. Chair/A.D.)	Ms. Washington (Foc Tm Chr)
Ms. Ervin (Science Dept. Chair)	Ms. Cadoux (Dept. Chr)
Mr. Acquistapace (Ind. Arts Chair)	Mr. Soong (Foc Tm Chr)
Ms. Obradavic (Foc. chair, Math Dept Chair)	Ms. Birdsong (Office Manager)
Mr. Kleiman (LEP Chr/Focus Chair)	Mr. Enos (Self-Study Coordinator/Dept Chair/Mentor Tchr.)
Ms. Sipe (Eng. Dept. Chr./Foc. Chr)	Ms. Wright (Leadership Instr.)

E.S.L.R. Revision Team	
Geoff Cantrell (Technology Teacher)	Arlisha Adams (Student)
Randy Enos (Teacher/Coordinator)	Rosalyn Morgan-Upshaw (Principal)
Darryl Goodbeer (Student Supervisor)	Ralston Soong (Teacher)
Kibby Kleiman (LEP Teacher)	Jessica Wright (Leadership Teacher)
Darnell Mitchell (Special Ed Aide)	

School/Community Profile Committee	
Rick Sapanaro (Dean)	Ms. Cohen (Counselor)
Kay Yamamoto (Secretary)	Mrs. Chance-Perry (Vice-Principal)
John Martz (Student)	Mr. Roberto Reyes (Grant Aide)
Randy Enos (Teacher)	Ms. Kate Howe (Aide)
Carmen Simmons (Community Worker)	

Parent Advisory Group		
Bea Harris	Mr. Myrick	Martiza Moreno
Michele Clemons	Mrs. Brenda Brown	Tawn Saetern
Ana Ruiz	Mrs. Glasco	Edwina Brazier
Diane Redic	Mr. Alonzo Teasley	Oclivia Thompson
Mrs. Young	David Harmon	Pamela Holmes
Mia Poole	Essie Williams	Maelene Winrow
Belita Broussard	Virginia McCleod	Mira Teaseley
Mr. & Mrs. Weston	Angela Malone	
Carol Neumann	Alice Lara	
LaTonya Morris	Ronni Bass	
Thelma Jackson-Wilson	Kelley Qualls	
Muang Luang	Maria Pena	
Yvonne Peaker	Anna Bell Mendez	

Student Leadership Committee			
Alisha Adams	Deidre Chatman	Lovely Groves	Marc Martin
Tamera Allums	Laurel Clemons	Nueng Hakchareun	Folasa Mauga
Tanya Allums	Dionysius Costello	Eureka Hall	Maria Luisa Mingaracal
Darius Barnes	Angela Davis	Seddrick Henderson	Jessica Mitchell
Stephanie Boykins	Paul Evans	Tresha Hunter	Jennifer Nguyen
Frenchesca Broussaard	Tiffany Foster	Sheree Jack	Kelly Nguyen
Gionna Broussard	Francisco Gandara	Agnes Jite-Ogbuehi	Joshua Nicholson
Danielle Carter	Cekeya Gilbert	David Jite-Ogbuehi	Bouaphanh Phahongchanh
Tanika Carter	Joanna Gillette	Kristina Kelly	Walter Pollard
Dayna Chatman	Myesha Green	Saitip Khanchalern	Sartura Roberts

Action Plan Committee: Student Attendance	
Darilyn Washington	Cindy Maahs
Ralston Soong	David McDonald
William Wilson	Jacqueline Ervin
Michael Cruz	Kara Obradavic
	Teresa Felix

Action Plan Committee: Student Behavior	
Jeff Pollock	Judith Daar
Susie Johnson	Bob Acquistapace
Edith Haritatos	Eddie Wexler
Kibby Kleiman	Sarah Walker
Morlai Kamara	

Action Plan Committee: Student Achievement	
Martha Sipe	Jen Shatney
Roberta Strobel	Hal Houston
Miriam Travis	Tami Wayman
Dave Pacheco	Adrienne Southard

Action Plan Committee: School Safety	
Betty Crenshaw	Gladys Chance-Perry
Mireille Cadoux	Marilyn Jamerson
Margaret Browne	Dave Pacheco

Action Plan Committee: Student Advisory	
Jeff Towey	Alisha Adams
Darius Barnes	Javier Ruiz

**JOHN F. KENNEDY HIGH SCHOOL
SELF-ASSESSMENT FOCUS GROUPS**

I. Vision, Culture & Leadership	II. Curricular Paths	III. Powerful Teaching & Learning	IV. Support for Student Personal & Academic Growth	V. Assessment & Accountability
Ms. Washington Chair	Mr. Pollock Chair	Ms. Sipe Chair	Mr. Soong Chair	Mr. Kleiman Chair
Mrs. Strobel Cochair	Mr. Tolentino Co-Chair	Mr. Patterson Cochair	Ms. Obradavic Cochair	Ms. Cadoux Cochair
Mrs. Allen (Sp Ed)	Mr. Acquistapace (Art/Auto)	Mr. Albrizzio (Language)	Ms. Ayabe (Site- Sup)	Ms. Albright (Sp Ed Ad)
Ms. Benes * (RSP)	Ms. Brown (Sp. Ed.)	Mr. Anderson (Sp. Ed.)	Mr. Brown (Math)	Ms. Coates (Sp Ed Ad)
Ms. Birdsong (Main Office)	Ms. Eaglin (PE)	Mrs. Brown (Science)	Ms. Cartwright (Careers)	Ms. Darr (Eg Sc)
Mr. Caesar (Head Custodian)	Ms. Ervin (Science)	Ms. Chance- Perry (Vice-Prinicipal)	Ms. Cohen (Counselor)	Ms. Foster (Tw Clerk)
Mr. Campbell (PE)	Mr. Felder (Site Sup)	Mr. Gray (Math)	Ms. Dowell (Clerk II -Deans)	Mr. Goodbeer (Student Supervisor)
Ms. Calbes (Eg Sc)	Ms. Glotch * (Clerk II)	Ms. Harris (Site-Sup)	Ms. Felix (PE)	Ms. Haritatos (Math)
Ms. Crenshaw (Languages)	Mr. Goodman (Comp Sci)	Ms. Jones (English)	Ms. Harris (Textbook Clerk)	Ms. Horne (NSH)
Mr. Farr (Social Science)	Mr. Houston (English)	Mr. Mitchell * (Sp Ed Ad)	Ms. Henderson (Sp Ed Adv)	Ms. Jamerson (Dean)
Ms. Howe (Sp. Ed.)	Ms. Louie (NSH)	Mr. O'Brien (NSH)	Ms. Holford (Proj. Assistant)	Ms. Jay (Cashier)
Ms. LeMone (RSP)	Mr. Robinson (Site Sup)	Ms. Ocegquera (Tutor)	Ms. Johnson (NSH)	Ms. Lett (Comp/Lit/ Yearbook)
Mr. Liang (Science)	Mr. Sapanaro (Dean)	Mr. O'Keefe (Sp. Ed.)	Ms. Maahs (Science)	Mr. Maroon*
Mr. Mann (Site Sup)	Ms. Shaw (Tutor)	Ms. Peed* Library Aide	Ms. Muhammad (Sp Ed Ad)	Mr. Mason (Radio Broadcasting)
Ms. Marr (Attendance Clerk)	Mr. Wallman* (Math)	Ms. Richardson (Clerk)	Mr. O'Keefe (Rep)	Mr. McDonald (English)
Mr. Pacheco (Math)	Ms. Weslar* (Lib Asst.)	Ms. Southard (English)	Mr. Romero * (Work Experience)	Ms. Robinson (Sp Ed Ad)
Mr. Towey (SPEL)	Ms. Willis * (Soc Sci)	Mr. Stephens (PE)	Ms. Simmons (Com. Wkr.)	Ms. Shatney (Science)
Ms. Upshaw (Principal)	Ms. Yamamoto (Counselor's clerk)	Ms. Wayman (Math)	Ms. Southard (English)	Ms. Timmons (Clerk II)
Ms. Wright (Soc Sci)		Mr. Wexler (Soc Sci)	Ms. Wang (Tutor)	Ms. Walker (Soc Sci)
Ms. Washington (Sp. Ed.)			Mr. Wilson (Career Wrk)	Mr. Wetzel (Math)

* are no
longer at JFK

School Community Profile Summary

John F. Kennedy High School is located in the urban community of Richmond, California. Kennedy High School is part of the West Contra Costa Unified School District. The West Contra Costa Unified School District serves 31,000 students and has schools K- 12 located in Richmond, El Cerrito, Pinole, San Pablo, Hercules, and in unincorporated areas of Contra Costa County. Richmond is located 16 miles northeast of San Francisco and is considered part of the greater East Bay region. ABAG estimates place the population of Richmond at approximately 93,500 for the 1999-2000 year. The diverse population of Richmond is 43.8% African American, 36.2% Caucasian, 14.5% Hispanic, 11.8% Asian and Pacific Islander, .6% Native American, and other ethnicities 7.6%. Schools in the City of Richmond all reflect this diversity of population.

Economically, Richmond is a city in transition. Richmond has been a major port city and center of heavy industry for the West Contra Costa region since World War II. Since 1990 Richmond has been moving towards a more technological and light industrial-oriented economy. Chevron and Zenica Corporation (formerly Stauffer Chemical) are still major employers in Richmond and their expanding operations are significant in the city's economy. New firms are locating in Richmond, most notably in the areas of biotechnology and technology. Pixar Entertainment and other technical companies have located in Richmond over the last five years. Large public sector employers include The City of Richmond, West Contra Costa Unified School District, the Federal Social Security Administration, the United States Postal Service Bulk Mail Center, and the California State Department of Health and Human services. The annual income of Richmond residents is still approximately \$25,000 per annum. Richmond has an unemployment rate that hovers between 8.5% and 9.5%. Richmond's economic future is improving but still lags behind other San Francisco-Bay Area communities in both income and employment.

Kennedy High is one of three high schools located in the City of Richmond. Richmond High School and De Anza High School both have diverse student populations and currently have student bodies that number in excess of 1400 students. Kennedy High School serves 1050 students currently. Kennedy High School's enrollment has been increasing over the last three years. Students attending Kennedy High School reflect the both the diversity of population and the disparities of wealth found in the City of Richmond. Kennedy students come from middle and low-income families. Over 50% of Kennedy students come from families eligible for Cal Works benefits and over 50% of Kennedy students are eligible for free/reduced price meals. Kennedy High School is a Title I funded school with a School Plan in place.

Since the last W.A.S.C. self-study the Kennedy High School community has continued to address hurdles that impact student learning and success for all students. The transfer rate of students still remains very high. The high degree of student transiency impacts daily operations as well as legitimate long range planning. A high number of students transfer to Kennedy High School for disciplinary reasons. This fact coupled with the past practice of social promotions from the middle schools means that a significant percentage of Kennedy students are already at academic risk when they enroll at the school. Data gathered over the last six years indicates that students still are more likely to transfer in or out of the school than drop out. Grade 9 enrollment figures average between 400 and 350 students and grade 12 graduation classes still average from 150 to 125 students.

Most Kennedy students are in some way special needs students, either by designation or by performance. Populations that are recognized by district or state designation are served by appropriate programs. The LEP population is continuing to increase. N.S.H. and SH student populations also have grown and services are being matched to high standards. ESLR driven instruction is being integrated into all students' courses of study. The GATE student population is smaller than at the time of the last self-study. Parents and staff believe that a significant number of Kennedy students are under-identified in this area. The school does provide A.P. and Honors level courses to serve these students. Many Kennedy students enroll at Kennedy High School reading well below grade level. Data from ITBS testing through 1997 indicated that students improved their reading skills over four years of instruction at Kennedy High School. The 1997-8 and 1998-9 SAT 9 testing shows language and reading skills improved but only marginally.

Student attendance and health issues seem to have a significant impact on student performance. Students with high rates of absenteeism are performing at a significantly lower rate for all grade levels and groups. Kennedy High School percentages of full day unexcused absences is 9.17% (3,318), as compared to a district average of 17.7% (24,824) unexcused absences. Faculty absences have risen over the last three years and a shortage of available substitutes is having an adverse effect on many students' instructional time. Statistics indicate that prior to 1999-2000 student unexcused absence rates were greater than the state and district averages.

Student surveys indicate that they have a mixed perception of the school. Grade 9 and 10 students indicate that they are unsure of staff support and not clear about what is needed for success after graduation. These students agreed they were proud to go to Kennedy High School but only a few respondents agreed very strongly that they were proud to go to Kennedy High School. This group indicated that they would like to have more say in decision-making and a wider range of activities to be involved in. Grade 11 and 12 students seem to be more involved in the school and have a more positive view of the school in general. Students in this group also express concerns about courses and student support. Many were very concerned about receiving more career and college counseling. Students in this group also indicated they wanted to be involved more in decision-making. The surveys also indicated a very high interest by almost every student in attending some type of advanced schooling following graduation. This is a significant change in student attitudes from the data gathered for the last self-study.

Parent surveys indicate that most parents were satisfied with school performance but expected more from the school and school district if Kennedy High School was to meet their expectations. The parents expressed concerns about teacher staffing but were positive about school curriculum. Every parent survey expressed that parents had high academic expectations for their children. Many surveys indicated that parents wanted more information from the school about student progress and available resources for students. Notably, a majority of the parent surveys indicated that the issue of school safety was improving to some degree. A parent group has been formed this year and they have advocated school needs to the school board and central office administration. Certainly parent support has improved but much more must be encouraged if all students are to improve their academic and personal performance upon graduation.

Student performance data collected for the last three years reflects several significant facts. Testing data for ITBS, SAT 9 and SAT indicates that Kennedy students have performed well below both state and national norms. SAT 9 scores for 1997-98 and 1998-99 reflect little if no improvement. SAT scores for college entrance have also dropped over the last three years. Fewer students are taking A.P. tests. In 1998-99 more students did take the U.S. History A.P. test and students in A.P. courses this year have indicated they are going to sign up for more A.P. tests this year. More students are taking the SAT test than in past years. District data indicates that in 1998 62% of the Kennedy senior class were U.C., C.S.U. eligible.

The last district follow-up survey on graduates was done in 1995. That survey indicated that 31% of the graduates responded to the survey. Respondents indicated that 10% were attending technical training schools, 38% community colleges, 20% were attending 4 - year colleges and universities, and 37% went directly into the work force. The school must devise a way to access more up-to-date data in this area.

Students are served by many on-campus programs. Basic financial support comes from the state based on average daily attendance. Additional funding comes from categorical and grant funding sources. Kennedy High School receives monies from Title I, SB 813 (10th grade counseling augmentation), staff development funding, and grants that include the SPEL Program (community funded at-risk program), U.C. Access Program (Math Partnership with U.C. Berkeley), Mesa, Digital High School grant, and an Urban Debate grant. R.O.P. funds are used to provide students with career and occupational training. (This currently is a small program that needs to expand to serve more students.)

Kennedy High School students are served by four full time administrators, one counselor, fifty-one teachers and ten to fifteen aides and tutors. Class sizes at Kennedy High School average around twenty-five students per class. Teaching staff turnover is a major concern for the Kennedy community. Data indicates that many teachers are in the first two years of instruction at Kennedy High School (65%). A significant number of teaching staff are either emergency credentialed or are interns completing teacher training. Most teaching departments are anchored by one or two experienced teachers. In 1999 the staff developed department learning plans to assist new teachers more effectively serve students. These plans do reflect district, county, and state performance based criteria for instruction. The revision of school-wide E.S.L.R s this year is taking hold slowly in classroom instruction. They are measurable and should assist new instructors create positive learning situations for all students. All staff seem willing to participate in the needed reforms to improve student success at Kennedy High School.

The immediate community does support student learning at Kennedy High School. Local businesses do participate in career shadow days and career fairs organized by the community on a periodic basis. The City of Richmond has participated in the three million-dollar renovation of the city swimming pool adjacent to the Kennedy campus. Planning is under way for inclusion of swim instruction and competition on the part of Kennedy High School students. Local businesses and organizations provide scholarships for students to further their education. Parents serve on Limited English Proficiency Council, School Site Council, and the School Advisory Council. Traditional organizations such as the P.T.S.A. have not functioned effectively in recent years; however, a parent group has been organized and meets regularly on campus. Partnerships with Contra Costa College, California State University at Hayward, and the University of California at Berkeley continue to mature and assist student learning.

The superintendent of the school district has set a district-wide goal of 50% of all students improving testing scores to above the fiftieth percentile within five years. Community and district policies in theory support educational reform to meet these ends. The site administration, staff, students, and community recognize the challenge confronting the Kennedy community to reach positive outcomes for all students who attend Kennedy High School. The process of building a school community that serves all students effectively starts with heightened expectations and sound execution of an improvement plan that is adaptable and measurable. The potential for success is very evident; however the improvement process must also be sustainable. The next several years will be very important in improving achievement for each student attending Kennedy High School.

1. Student Indicators

a. Enrollment ♦ b. Student Transiency ♦ c. Attendance/Dropout Data

School Year	New Enrollees	Transfers
1994/95	515	640
1995/96	424	560
1996/97	314	440
1997/98	375	490
1998/99	446	677
1999/2000	not available	not available

d. Special Education Roster

Program	Total	M	F	Ethnic Background	Teachers	Aides
SH-Severely Handicapped	10				1	3
NSH-Non Severely Handicapped	66	51	15	11 – Latino 1 – Asian 4 – Caucasian 50 – Afr. American	4	4
RSP – Resource Specialist Program	76	50	26	60 – Af Am 11 – Latino 3 – Caucasian 2 – Asian	2	2

Total: 152

d. Ethnicity

1999/00 Ethnic Distribution (%)		
Ethnicity	Kennedy High School	WCCUSD
Native American	3	
Asian	99	
Pacific Islander	6	
Filipino	6	
Hispanic	289	
African American	635	
Caucasian	36	

e. Combined with h - special populations table

f. Gender/Age Mix

October 1999 C-BED Report for 1999/2000 Enrollment By Gender and Grade						
	9th Grade	10th Grade	11th Grade	12th Grade	Other Sec	Totals
Male	189	132	94	70	52	537
Female	200	135	99	78	25	537
Totals	389	267	193	148	77	1074

g. Participation in Free/Reduced-Priced Lunch Program

1999/2000 West Contra Costa Unified School District free/reduced-priced lunch reports list KHS's AFDC students equaling 876.

e. English Proficient ♦ h. Special Populations

Title One	Gate	LEP
Total:	Total:	Total: 362
Boys:	Boys:	Boys: 205
Girls:	Girls: 1	Girls: 157
Grade Levels:	Grade Levels:	Grade Levels:
9th -	9th -	9th - 131
10th -	10th -	10th - 114
11th -	11th - 1	11th - 64
12th -	12th -	12th - 53

1. Suspensions/Expulsions

Suspension Data 1999-2000 Sept. to Jan.					
Infraction	9th	10th	11th	12 th	Total
Total	366	243	128	43	780

1a. Referrals by Teachers to Dean's Office

Referrals by Grade from September to January, 1999-2000	
Grade 9	743
Grade 10	485
Grade 11	272
Grade 12	102
Total	1602

1b. Greenwood Referrals/Asst. Superintendent mandated student school reassignments.

SUSPENSIONS = 218

SAC= 205

REFERRALS = 763 + 100 who were given amnesty

Expulsions – 40 (28 expelled)

GREENWOOD PLACEMENTS: STUDENTS TRANSFERRED TO JFK FROM OTHER HIGH SCHOOLS IN WCCUSD.

1998-99 103

1999-00 50 11 SP ED

1999-2000 DISCIPLINE TRANSFERS FROM MR. SYLVESTER GREENWOOD	
Dropped from Greenwood for fighting	1
Unknown	4
Safety transfer	1
Truancy	3
Possession of a loaded weapon	2
Possession of a locked blade knife	1
Robbery	6
Burglary	5
Assault	12
Car theft	3
Drug sales	1
Threatening a teacher	3
Threatening a site supervisor	1
Battery on a police officer	1
Resisting an arrest	1
Driving on a suspended license	1
Incorrigible	1

2. Attendance Patterns

a. All Students

School Year	% Full-Day Absences		% Full-Day Unexcused Absences	
	JFK	District	JFK	District
1993/94	9.71	9.93	5.42	5.03
1994/95	12.2	10.5	7.79	5.58
1995/96	13.3	9.05	7.94	4.75
1997/98	4.12	Na	2.12	Na
1998/99	.31	Na	14.20	Na
199-00	Na	Na	17.7	9.17

KENNEDY HIGH ABSENCES 1999-2000 (Sept. – Dec.)	
TEACHERS	498 = full day absences
STUDENTS	675 = 4 or more classes
STUDENTS	44 = not absent at all
STUDENTS	168 = absent one period
STUDENTS	155 = absent two periods
STUDENTS	100 = absent three periods
STUDENTS	675 = students absent four or more periods

3. School Surveys/Interviews (In Appendix)

4. School-wide Data On Student Performance, By Sub-Population

Advanced Placement Test Scores

Year	Exams Taken	Number Passing Scores	% Of Passing
1993-1994	12	7	58%
1994-1995	3	3	100%
1995-1996	22	4	23%
1996-1997	Na	Na	Na
1997-1998	Na	Na	Na
1998-1999	18	6	33%

WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT

Summary Of Grades 9-12 District Testing Program Fall _____ (Chapter I Schools)

ITBS/TAP - Test Of Achievement and Proficiency

Publishers Norms (Stanford) Mean Scores In Percentiles

Beginning this year, as part of the State's Standardized Testing and Reporting Program (STAR), all students in California in grades 2-11 took the Stanford Achievement Tests, Edition 9 (SAT9). Prior to this year, WCCUSD students took the Iowa Test of Basic Skills (ITBS). Although three years of data are shown, direct comparisons of national percentile scores on SAT9 and ITBS should not be made. Shown below are 1997-98 average national percentile ranks for Kennedy and the District in reading, language, math, science and social science on SAT9 (grades 9-11). Prior years' average percentiles in reading, written expression and math concepts and problems on ITBS for 10th grade are also shown.

1997-98 SAT 9 Test Scores (%ile) for Kennedy (K)* and the District (D)

Grade	Read		Language		Math		Sci		SS	
	Kennedy	District	Kennedy	District	Kennedy	District	Kennedy	District	Kennedy	District
9	12	28	24	41	21	40	22	36	22	38
10	13	25	18	30	21	36	22	36	17	32
11	16	30	24	39	19	39	18	36	28	48

1996-97

	Reading	Writing Expression	Math
Kennedy	20	20	22
District	38	41	41

1995-96

	Reading	Writing Expression	Math
Kennedy	29	29	30
District	41	43	46

WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT
% OF STUDENTS AT OR ABOVE THE 50% PERCENTILE
SAT 9 SPRING 1999

KENNEDY HIGH

CATEGORY	# STDN	READING	MATH	LANG	SPELLING	SCIENCE	SOCIAL SC
GRADE 2							
GRADE 3							
GRADE 4							
GRADE 5							
GRADE 6							
GRADE 7							
GRADE 8							
GRADE 9	278	10.2	13.3	16.6	8.2	15.2	
GRADE 10	210	3.9	8.0	4.3	4.2	6.9	
GRADE 11	139	16.5	9.4	18.3	10.5	28.3	
ALL STUDENTS	627	9.5	10.8	13.1	7.6	15.5	
MALE	307	8.9	10.4	9.1	7.9	13.0	
FEMALE	313	10.2	10.9	17.2	7.5	18.1	
ETHNICITY							
AFRICAN AMER	348	9.9	8.3	12.8	6.4	13.0	
AMER IND.	1	.0	.0	.0	.0	.0	
ASIAN	69	11.1	27.2	20.3	18.4	38.4	
FILIPINO	5	.0	.0	.0	.0	60.0	
HISPANIC	174	5.4	8.0	7.6	5.1	7.8	
PACIFIC ISL.	1	100.0	.0	100.0	.0	.0	
WHITE	19	25.0	18.7	37.5	6.2	17.6	
ENGLISH LEARNERS	131	.8	11.8	4.3	5.3	11.3	
ENGLISH SPEAKERS	423	12.4	11.1	16.6	9.0	18.1	
R. FEP (English Limited)	14	33.3	23.0	30.7	16.6	46.1	
FEP(English Limited)	28	29.1	24.0	40.0	30.4	39.1	
ENG. ONLY	381	10.4	9.6	14.1	7.1	15.5	
SP. EDUCATION							
RSP	43	2.5	.0	5.8	.0	2.7	
DISPLACED	3	.0	33.3	.0	33.3	66.6	
SDC-SH							
SDC-NSH	21	.0	.0	.0	.0	.0	

N.S.L.P. DATA NOT AVAILABLE FOR SECONDARY SCHOOLS

WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT

Testing and Evaluation
Average Scores For S.A.T.
1994-95

	Math	Verbal
Kennedy	377	326
WCCUSD	453	385
State	482	413
USA	479	423

1995-96

	Math	Verbal
Kennedy	375	336
WCCUSD	458	390
State	485	417
USA	482	428

1996-97

	Math	Verbal
Kennedy	450	432
WCCUSD	486	476
State	511	495
USA	508	505

1997-98

	Math	Verbal
Kennedy	413	377
WCCUSD	487	465
State	514	496
USA	511	505

1998-99

	Math	Verbal
Kennedy	377	377
WCCUSD	not available	not available
State	514	497
USA	511	505

6. Staff

a. Composition

Assignment	Women	Men	Total Fte
Administration	3	1	4
Regular Instruction	22	21	33
LEP	2	1	3
Special Education	5	2	7
Counseling	1	0	1
Library Services	1	0	1
Other Non-Teaching	1	1	2
Instructional Aides	14	4	18
Clerical	11	0	11
Police Services	0	2	2
Site Supervision	3	3	6
Custodial	1	7	8
Food Services	7	0	7

b. Academic Preparation

51 Certificated Members

BA/BS	BA/BS +30	MA +30	PHD
28	18	3	2

c. Other Demographics

Certificated Staff Years Of Service To District
1999-2000

A.	B.	C.	D.	E.	F.
1-5 Yrs	5-10 Yrs	10-15 Yrs	15-20 Yrs	20-30 Yrs	30 + Yrs
37	4	2	3	3	2

= 51 total

d. Ethnicity

JFK Certificated Staff Ethnicity

Field 1	African American	Caucasian	Hispanic	Asian	Filipino
1992-93	28%	64%	4%	2%	2%
1993-94	37%	57%	2%	2%	2%
1994-95	47%	51%	2%	0%	0%
1995-96	47%	47%	6%	0%	0%
1996-97	46%	52%	2%	0%	0%
1997-98	65.14%	2.60%	23.38%	7.47%	.76%
1998-99	60.86%	2.54%	26.67%	8.92%	.61%
1999-00	20%	27%	3%	5%	1%

7. Staff/Pupil Ratios By Program/Discipline

Kennedy Average Class Size In Each Subject Area	
English *Gr 9 = 20 max	32
Math	20
Social Science	34
Science	30
Foreign Language	30
Physical Education	45
Overall average is 30	

8. School/District Growth Needs

WCCUSD Enrollment Projections For 2000-2001 School Year	
9 th Grade	not available from district at time of report
10th Grade	not available from district at time of report
11th Grade	not available from district at time of report
12th Grade	not available from district at time of report
Totals	0

9. STAR Results of JFK Feeder Schools

ELEMENTARY GRADE 4 1998-1999						
NAME	RDG	MATH	LANG	SPELL	SCI	SOC SCI
Coronado	16/15	14/13	16/25	16/14		
King	25/15	19/14	31/22	26/22		
Lincoln	13/13	13/21	16/25	14/12		
Mira Vista	46/41	44/33	53/40	52/42		
Nystrom	11/16	9/14	15/22	12/14		
Stege	17/16	22/114	24/24	16/16		
Washington	38/17	32/14	59/29	43/20		
Wilson	38/33	40/30	43/37	40/35		

MIDDLE SCHOOLS GRADE 8 1998-1999						
NAME	RDG	MATH	LANG	SPELL	SCI	SOC SCI
Adams	30/37	29/35	32/38	29/38		
Portola	35/34	35/33	39/38	30/33		
Helms	20/16	24/20	21/18	19/16		

KENNEDY HIGH GRADE 11 1998-1999						
NAME	RDG	MATH	LANG	SPELL	SCI	SOC SCI
Kennedy	16/16	17/19	19/24		20/18	29/28

10. ACHIEVEMENT 1999-2000

KENNEDY HIGH 1 ST QUARTER GRADE DISTRIBUTION 1999-2000	
0.000-1.9	528 (a decrease of 200+ students from 98-99 school year)
2.0-2.9	327 students
3.0-3.9	174 students
4.0-5.0	20 students

NUMBER OF STUDENTS TAKING AP CLASSES	49
NUMBER OF STUDENTS TAKING HONORS CLASSES	42
NUMBER OF SPECIAL ED STUDENTS	195 (RSP, NSH, SH)
NUMBER OF SOCIAL PROMOTIONS (from Junior High Schools)	160
1998-99	80
1999-00	80

= 160 Total

NUMBER OF TITLE ONE PARTICIPANTS STAR 9 SCORES		
GRADE	READING	MATH
9 TH	N/A	N/A
10 TH	265/289	265/289
11 TH	168/206	159/206
12 TH	109/162	107/162

GREENWOOD PLACEMENTS: STUDENTS TRANSFERRED TO JFK FROM OTHER HIGH SCHOOLS IN WCCUSD.

1998-100 103
 1999-00 50 11 SP ED

JOHN F. KENNEDY HIGH SCHOOL

STATE OF THE SCHOOL
1998-99

1. FACILITIES—not available

2. STUDENTS: 960 full time students

- a. The average reading level of incoming 9th grade students is between 4th and 6th grades.
- b. The majority of students have difficulties with basic mathematical applications: long/short division, multiplication, fractions. etc.
- c. Placements from Greenwood's office: juvenile hall or disciplinary transfers.

97-98 36 JH 35 Discipline

98-99 13 JH 10 Discipline – These #'s increase as the year progresses.

TOTAL: 94

d. Social Promotions: (from junior high schools)

97-98-- 110

98-99-- 80

TOTAL: 190

e. Special Ed. Students: students are frequently discovered who have not been tagged in the computer.

TOTAL – 190

1. Title I Participants—determined by the number of students who score below the 50th percentile on standardized tests and below average grades.

Scores are from 1998-99 School Year

READING:

9th 330/355

11th: 154/175

10th: 213/251

12th: 126/179

TOTAL: 823/960 85.72%

MATH:

9th: 331/355	11th: 152/175
10th: 204/251	12th: 124/179
TOTAL: 811~960 84.47%	

3. FUNDING:

- a. General fund
- b. Title I--\$92,405 + 11,000 augmentation \$103,405-Augmentation funds-
- c. LEP--\$34,463--336 students--19 sections--one IA
- d. SB1882--\$8,224 + \$6,000 augmentation = \$14,224
- e. Title I parent training activities - \$500
- f. DHS--\$269,000 (KAPPA included)
- g. VIP—\$52,000

4. POSITIVES:

- a. Faculty is working on curriculum alignment
- b. The faculty--hardworking, involved, talented
- c. Student leadership involved in SSC
- d. Graduating seniors received \$128,000 in scholarships
- e. 9 seniors qualify for the UC Incentive Awards Scholarship

5. POST SECONDARY EDUCATION

- a. 1997-98—20: UC-6: PRIVATE-3: CSU-11: class of 125 students
- b. 1998-99—20 students have applied to four-year schools thus far out of a class of 179
- c. Number of students taking AP courses: These are basically the same 30 students
In each class represented over and over again.

English 3--28	Spanish V--5
English 4--30	Calculus—19
Chemistry —6	Math Analysis--22
Physics—10	U.S. History--28
American Government—29	

Approximately 30 students at each grade level possess the skills necessary to progress to the AP level for a total of 120/960.

Chapter II

Expected Schoolwide Learning Results



WASC 16608

Process of Revising Expected School Wide Learning Results

The process for revising and realigning the Expected Schoolwide Learning Results for all students at Kennedy High School began at the conclusion of the 1997-98 academic year. At the assessment meeting in June, staff determined that a goal for the 1998-99 year should be to revise the E.S.L.R.'s established by the Focus on Learning committees during the 1996-97 school year. Generally, staff and students recognized that the Kennedy High School E.S.L.R.'s were difficult to measure in terms of student progress and did not call for student performance based on high standards. During the 1998-1999 school year all subject departments set instructional goals for all students in each subject area. It then became a necessity to develop Expected Learning Results that addressed student performance and that would be measured for progress.

In the spring of 1999 an E.S.L.R.'s revision committee was established to either revise the existing E.S.L.R.'s or if necessary create new ones that set appropriate expectations of student performance. The committee determined that it would make sense to create new E.S.L.R.'s that address the needs of all students at Kennedy High School. The committee met several times prior to the close of the 1999 academic term to discuss student needs and review the E.S.L.R.'s of other local schools and examples provided by W.A.S.C. Progress in the spring of 1999-2000 school opening to draft new E.S.L.R.'s.

A select writing team met in August of 1999 and using models from other schools as a guide wrote a draft of E.S.L.R.'s that established student expectations that were measurable. The draft was then received by site administration, student leaders and teaching staff. A second draft was created using input and suggestions from those groups. The second draft was also reviewed by the area director in charge of academic development for our site. The revised draft was presented to both the leadership team and the teaching staff. After discussions it was determined to present the E.S.L.R.'s to the student body. The E.S.L.R.'s were put on the Kennedy High School web site in early November with the hope the community would make comments. Very few have been received to this point.

On December 15, 1999 the Kennedy High School E.S.L.R.'s were presented to all JFK students in period 2 classes. Instructors discussed them with their students. Students were asked to take them home and discuss them with their parents and to bring in any further suggestions or comments. Some parents did respond generally in positive ways. Staff took care that all special needs students had an opportunity to review, understand, and comment on the E.S.L.R.'s for our school.

The revised E.S.L.R.'s have been used by focus teams to develop their assessments of student progress and performance. The Kennedy High School community recognizes that all stakeholders need to use these expectations to build student achievement. These expectations need to drive site planning and on going instruction. We believe E.S.L.R.'s do fit the needs of Kennedy High School students. However, our community recognizes the importance of yearly assessment and revision of our E.S.L.R.'s. Certainly measuring the progress of all students will be facilitated by the structure and intent of the revised E.S.L.R.'s.

We believe the development of the Expected Schoolwide Learning Results in their reconstituted form is an important accomplishment for improved student performance at Kennedy High School. All stakeholders recognize the importance of revising and adjusting the E.S.L.R.'s as student needs dictate them. The E.S.L.R.'s provide the school community with a solid set of expectations that will drive measurable improving student performance over the next several years.

John F. Kennedy High School
Expected School wide Learning Results for all Students

All students graduating from Kennedy High School will meet high academic standards and will be powerful performers as Independent Lifelong Learners

indicators: (Our community will know this when students....)

- ★ access information and utilize it effectively
- ★ set goals; plan and act effectively to realize their completion
- ★ build and develop personal skills to effectively meet challenges
- ★ attend school regularly and on time

Effective Decision Makers

indicators: (Our community will know this when students....)

- ★ develop solid situational decision- making skills
- ★ develop processes to make positive decisions
- ★ gather and use data from modern resources to understand the consequences of decisions
- ★ collaborate with others to build consensus and effective actions

Builders of Personal Career and Life Skills Pathways

indicators: (Our community will know this when students....)

- ★ develop a four-year academic career plan that will lead to broader career choices
- ★ acquire the appropriate skills to achieve and prepare for career goals (i.e. College, Vocational School, Apprenticeships)
- ★ acquire advanced technology skills applicable to the work place

Effective Communicators in Writing, Speaking , Listening, and through Technology indicators: (Our community will know this when students...)

- ★ appropriately use language to express themselves in a wide range of settings
- ★ develop interpersonal skills that will allow effective cross-cultural communication
- ★ develop and use a wide range of written and technological sources

Responsible, Self-directed Citizens

indicators: (Our community will know this when students....)

- ★ are concerned active positive participants in our school, community, and environment
- ★ will act with personal and ethical integrity and respect the rights of all people
- ★ demonstrate tolerance and value the beliefs and cultures of a diverse society
- ★ conduct themselves in a manner that will result in a safe physical environment

Definitions:

indicators will be measurable for each student through a wide range of assessment that will include

student behavior, acquired skills, and ongoing student performance.

- ★ Assessment will be based on high content and skills standards
- ★ Our community includes our students, professional staff, parents and the concerned public
- ★ High academic achievement is an ongoing expectation of all Kennedy High School students

Chapter III

Progress Reports



WASC 16612

Introduction

In 1997 Kennedy High School completed a Focus on Learning self-study. The visiting team made recommendations for critical follow-up at that time. The review team noted four major areas for attention and several additional areas to be addressed. The four major areas included (1) revision and monitoring of the school's six Expected Schoolwide Learning Results, (2) implementation of schoolwide subject area performance standards and benchmarks, (3) creation of a schoolwide plan for the inclusion of all stakeholders in site decision making, and (4) the creation of a staff development and support plan. Other important areas for follow-up included improving communications among all stakeholders, administrative reorganization, creating a Title I site plan that corresponded with school improvement goals, schoolwide assessment standards based on high expectations, and prioritizing first steps for the action plans established by the school during the self-review process in 1997. In some cases, progress in these areas has been facilitated and some issues remain to be addressed.

The Kennedy High School community has worked hard to address the school improvement initiatives designated by the visiting team. The school community has been guided by a new site administrative team beginning in the fall of 1997. The administrative team and staff have actively supported the improvement of learning and achievement for all students attending Kennedy High School. The school community has monitored student achievement both on campus and through review of critical data concerning student progress. Monitoring student progress with the established E.S.L.R.'s has been ongoing. Changes in student demography and school staffing have required the school community to readjust schoolwide efforts for improving student performance. The school community recognized that the E.S.L.R.'s and some of the action plans did not address the needs of all students. The school community has made great efforts to pursue school improvement using the recommendations by the visiting team as the school has narrowed its focus to address student needs.

The process of addressing the recommendations will be examined in the following sections. A narrative history of school improvement efforts will be described. Each major area for attention will be specifically examined along with an assessment of current progress. Additional suggested areas for attention will be reviewed for progress. Conclusions on improving processes for creating student success will complete this chapter.

History

The school community began implementing improvements indicated by the action plans in the fall of 1997. Throughout the 1997-1998 school year, department groups, student groups, community stakeholders, and administration met and made every effort to address the first steps described in the action plans. School staff met twice a month, and departments addressed their responsibilities at department meetings. Progress was slow given the high number of new staff who had to be brought up to speed with school improvement initiatives. Training staff and the volume of action plan issues made it difficult to make progress beyond the first few steps in the action plans. The administration did reorganize responsibilities to improve support systems for students and staff. The administration facilitated monitoring instructional practices by observing classes and requiring lesson plans be submitted for review on a weekly basis. Improvement in staff training, stakeholder communications, and learning environment were accomplished but not to the extent called for by the action plans. The school recognized problems with school safety. The school community placed a high priority on creating a safe learning environment for all students and staff. With school district, City of Richmond, and community support the school did become a safer and more efficient learning environment for all students.

In June of 1998 staff and students met and evaluated the progress made towards the E.S.L.R.'s and the stated goals of the action plans. It was determined that some action plan items had progressed but not adequately for all students. It was obvious to stakeholders that school improvement processes were being retarded by the broad scope of the action plans and changing needs of students. The 1997 visiting team had noted that this might happen. The school community decided to focus on three to four areas for improvement during the 1998-1999 school year. The areas to be addressed were student literacy, standard-based instruction for all students, revision of the Title 1 site plan, and revision of the school's E.S.L.R.'s to fit higher student performance achievement. It was necessary to refocus improvement processes given low student performance on the STAR 9 standardized tests and the ongoing turnover in teaching staff.

The efforts of staff, students, and community during the 1998-1999 academic year did make some important improvements for students. The school district reroofed the entire school and installed new heating and air conditioning units throughout the school. During this process the district also completed removing asbestos from the school. Academic departments developed student learning plans for all subjects taught. The plans were based on department's research of current state and district standards and benchmarks. The plans were designed to include curriculum and skills components to help students reach success with the school E.S.L.R.'s.

Students in grade 9 were scheduled into a “wheel” course that was designed to address basic learning and life skills. A Title 1 school wide plan was created by the end the year that reflected higher student expectations. The staff completed a Digital High School grant proposal and the school was awarded significant monies to upgrade technology and technological instruction on campus for all students. Staff development during the year focused on literacy instruction across the curriculum. A part-time mentor assisted new teachers (25% of teaching staff) improve instruction in their classes. The mentor met twice a month with new staff to address ‘nuts and bolts’ issues and assisted new teachers on an individual basis. Throughout these processes, staff, students, and parents were given input on decisions made at the site.

During the 1998-1999 year the school community began work on the upcoming W.A.S.C. review . Meetings were held to begin the data-gathering process. An E.S.L.R. revision committee was formed and began research on E.S.L.R.’s that were more achievement-oriented. The work of this committee carried over into the summer of 1999. A significant number of teachers left the school at the conclusion of that school year.

The school community review, at the conclusion of the 1998-1999 school year determined that progress in the focus areas was continuing. It was determined that more time and effort would need to be spent on improving student attendance if student performance was to improve adequately. The staff also recognized that greater time and effort would have to be committed to teacher training and support given the anticipated influx of new teachers that would need to be assimilated into the school’s family. These issues in combination with the completion of the 1999-2000 school review process were determined to be the major areas of effort for school improvement during the 1999-2000 school year. An assessment of progress for each major focus area recommended by the 1997 visiting team will be addressed by specific subject area.

Revising Kennedy High School’s Expected Schoolwide Learning Results

The school community has reviewed and rewritten the Expected Schoolwide Learning Results for all students at Kennedy High School. The E.S.L.R.’s established in 1997 were based on improving student behaviors and did not focus on increasing student achievement based on appropriately high standards. During the spring and summer a committee reviewed E.S.L.R.’s from local high schools with similar student needs. The committee then wrote a draft set of E.S.L.R.’s during the late summer of 1999 that were focused on high student expectations and achievement. In the fall of 1999 the draft was reviewed by students during all second period classes. The E.S.L.R.’s were discussed and input noted by instructors. That data was passed on to the revision committee. Parent comment was solicited at that time by sending the E.S.L.R.’s home with students. Very few were returned with comments. The school put the revised E.S.L.R.’s on the school website. The site is monitored regularly by staff and students. To this point no responses have been received from this source.

The E.S.L.R.'s are a primary means of guiding the improvement of student performance. They are being integrated into future site planning. It is evident that staff, students, and community have to buy into the E.S.L.R.'s in a more committed manner. The E.S.L.R.s do however reflect a major shift in emphasis for instruction and student learning at the site. The degree of student success in reaching the E.S.L.R.'s should be measurable by improvement in student performance on standardized testing and postgraduate student performance. The Kennedy High School community will continue to review and monitor student success and revise the E.S.L.R.'s as student needs dictate.

Subject Area Performance Standards

Subject departments have written articulated learning plans for instructing all students at Kennedy High School. The plans address curricula and learning skills for all students receiving instruction in each academic subject area. Departments based their plans on current state frameworks, standards and benchmarks, and district standards and benchmarks where available. Some of the plans do not reflect the revised school E.S.L.R.'s and will need revision. The plans have been useful in assisting departments build cooperation and standardize instruction. They have helped new and veteran instructors design courses that help students learn and perform more effectively.

The department plans need further work if student performance is to be improved for all students. The plans need performance rubrics that assist students and instructors measure progress accurately. This critical element is a priority issue given the unacceptably low scores achieved by students on the 1999 SAT 9 standardized testing. The school community recognizes that a schoolwide plan for high achievement needs to be established for each subject area taught at the school. The learning plans are an important first step but assessment standards and cross-curricular cooperation must be established if student performance is to improve for all students.

Inclusion of all Stakeholders in Site Decision Making

The school staff and administration have a methodology for including input from all stakeholders for decision-making. Generally the West Contra Costa Unified School District uses a vertically ordered method of policy making and implementation of policy. However, stakeholders do have an effect on policies carried out on site. Several significant grants of money are administered by site decision makers. Mechanisms also include staff input on course offerings and the development of needs-based programming for student. Participation by staff, students and the community on decision-making bodies has steadily increased over the last three years. Levels of participation are not yet at desirable levels but they are improving.

Title 1 funding is administered by a site council with advice from administration and voting by students, staff and community. Digital High School grant funding is administered by an on-site committee of administration and instructors. Other categorical funds for staff development and planning are allocated by the administration following consultation by staff. Departments are responsible for requesting textbook allocations and the district is trying hard to insure each student has an appropriate text in

each class. Department chairs do participate in district-wide policy-making committees. Some staff members have participated in the process of establishing district standards and bench marks in some academic areas. Administration has made a real effort to inform all stakeholders of categorical and available resources.

The site administration has taken time to include stakeholders in planning events for students. Graduation ceremonies are planned and executed by a joint administration, staff and student committee. The annual academic awards dinner is an event planned by administration and staff. Student activities are planned by and carried out by the Kennedy High School Leadership class. These events include rallies, assemblies (eg. Winter Wonderland; Black History Program; Cinco De Mayo, etc). These activities are planned and carried out by students for all students.

Public and parent involvement is encouraged by the school. This last year a J.F.K. Parent Group has been formed and meets regularly with the site administrator to supply support and input. School clean-up and beautification days have been strongly supported by parents. The LEP parents committee meets every month and its membership has expanded over the last three years. Community groups from Laurel Park, Easter Hill and local churches have worked hard to facilitate the refurbishing of the City of Richmond Swim Center which reopened this year on the Kennedy High School campus. These groups and the City of Richmond have participated extensively in improving school safety especially during the 1998-1999 school year.

The administration has an open door for input from all stakeholders. The principal and vice-principal periodically meet with staff to review concerns at lunch in room 301. The school leadership team is beginning to understand its role in making site decisions. This process, however, is in its infancy and more needs to be done to encourage staff, students and community to make decisions with the E.S.L.R.'s in mind. Problems of student and community attendance and achievement will require the cooperative efforts of all stakeholders if sustainable improvement in student performance for all students is to be achieved.

Staff Support and Training

The Kennedy High School community has addressed some of the needs of teaching staff with a support process that has evolved over the last three years. The school provides some sources and training for teachers instructing classes at Kennedy High School. The high rate of turnover in teaching staff at the school has become a major issue for concern. The school district and the site have put in place some support services; however, the high rate of interns and non-credentialed instructors teaching at the site create a unique challenge for supporting professional classroom instruction.

Over the past three years teacher retirements and in-district transfers have impacted staffing tremendously. Only twelve instructors of fifty-one instructors at Kennedy High School participated in the last W.A.S.C. review in 1997. The current staff is comprised of over sixty percent instructors new to Kennedy High School. Of these "new" instructors over twenty-two instructors are pre-interns or interns enrolled in teacher credentialing programs.

The school district provides new teachers and interns with trainings to assist their progress as educators. All new teachers attend training workshops in late August. The Teacher Mentor program provides monthly trainings at a number of sites throughout the district that all new teachers may attend. The district provides mentors in subject areas that new teachers can attend. Interns in the C.S.U. Hayward program meet after school and receive further instruction from master teachers assigned to them. New teachers are allotted two days release time to visit and observe instructions in their subject areas. State mandated changes for peer evaluation may change this support beginning in the year 2001.

Site support for instruction has been expanded but in actuality still cannot fill the needs of so many new instructors. The Vice-Principal meets extensively with new teachers prior to the beginning of the school year. The Vice-Principal also meets with new instructors once a month and works with individuals as needed. The school has a mentor teacher who also meets with new teachers once a month and those meetings focus on nuts and bolts issues such as marking, discipline and lesson planning. The new teacher mentor also works individually with instructors as requested. Department chairs work with new instructors in all subject areas.

All teaching and support staff are encouraged to attend off-campus trainings and seminars. The school uses different funding sources (eg. Title I and Digital High School) to pay for these trainings. Over the last three years site instructors have attended Bay Area Writers Project workshops and Berkeley Pledge trainings in mathematics instruction in conjunction with the University of California at Berkeley. The focus of staff development trainings during the 1998-1999 year was on cross-curricular literacy instruction and technical training. The school tries its best to provide trainings that help all teachers recognize and address the needs of all students attending Kennedy High School.

The staff development and support needs of staff will continue to be an area of major concern. The bright young staff will continue to need significant support if all students are to succeed in achieving the stated E.S.L.R.'s of the school. It is important that ongoing staff development address higher standards and achievement for instructors as well as students. Support for staff will be an ongoing task over the next three to five years. Future planning for staff needs to match student needs, particularly in areas of assessment and methodology.

Conclusion

WASC 16618

The Kennedy High School community is continuing to seek solutions to improve student achievement. The areas for improvement recommended by the review team in 1997 are being addressed. However many of the impediments to improving student achievement predicted by the review team have made progress difficult. Student needs have proliferated and the 1999 S.A.T. 9 scores indicate that students achievement must be improved.

The necessity of shifting focus from a set of overly ambitious action plans to a few critical areas has assisted staff to begin a process of addressing real student needs. The process of school improvement is ongoing and the school community has utilized

the major recommendations of the 1997 review team to guide its efforts. Some of the challenges articulated in the last review are being addressed. Some of the challenges have yet to be addressed.

The school community at Kennedy High School believes progress has been made in the critical areas of higher expectations for students, communication among stakeholders and marginally in staff support and training. Much work remains in these areas. Performance based E.S.L.R.'s and standards based learning plans have been created.

Parent involvement and community support are still problems in need of solutions. Teacher retention was not a major issue three years ago but it is now. Processes for monitoring student progress have improved on a micro level but not on a schoolwide macro level. Student and staff performance are now more accountable but achievement by any measure is not reaching state or national norms. School district support for higher student achievement had increased but remains strapped by reorganization efforts and limited resources.

The task of improving student performance at Kennedy High School is one that will require greater commitment on the part of all stakeholders. Some progress has been made but many issues addressed need ongoing follow-ups if student performance is to improve. Significant issues are yet to be addressed. The process of schoolwide improvement is only beginning at Kennedy High School.

Chapter IV

Self-Study Findings



WASC 16620

Introduction

The purpose of this report is to determine how well Kennedy High School is serving its student population. In pursuit of this end, teachers, administrators and other staff members began meeting in late August to develop a process to conduct a systematic and comprehensive evaluation of curricula, programs and services. During our initial meeting, we discussed the overarching objectives of the WASC process. The administrative team explained to staff that this evaluation should be student-centered, empirical and honest. Over the next several months, staff members spent a considerable amount of time collecting and analyzing student work, developing standards to which all students will be held accountable, and realigning courses to fall in line with these standards. The staff then placed a critical lens on school programs to assess what is working and what is not working. This report is a culmination of this process, documenting research methods, findings, evidence, and recommendations.

Organization of Report

The following “summary of findings” is divided into six parts. We begin with an overview of our general research methods, explaining what we did, how we did it and the rationale behind our decisions. Sections two through six corresponds with the five categories outlined by WASC. For each category we provide a summary of findings of students’ current levels of attainment as it pertains to WASC rubrics and Kennedy’s E.S.L.R.’s. We then conclude each section with a plan that outlines our growth needs and strategy to better meet the needs of our student population.

Methodology

During our initial meeting in August, a copy of the working E.S.L.R.’s was distributed to every faculty member at Kennedy High School. Teachers met in collaborative groups within their department to review the E.S.L.R.’s and offer suggestions on how to improve them. Each department’s recommendations were then disseminated, evaluated and revised until the staff reached consensus.

The administrative team then organized staff into strategic focus groups, a collection of teachers from different disciplines with varying levels of experience and expertise. Each group focused on distinct aspects of the WASC criteria. Groups met at least once a week for six months, before or after school. We also spent one additional full day at U.C. Berkeley, revising school improvement goals, reviewing WASC guidelines, formulating plans to gather and analyze evidence, and creating strategies to involve students in this school-wide evaluation. Throughout this process focus groups tried to maintain an open line of communication so that a particular group could continually receive suggestions from other groups in regards to process and written drafts. However, too often this system broke down, leaving individual focus groups to evaluate the school in isolation. Still, the evaluation was a relatively collaborative effort.

Although the details of data collection and evaluation varied across groups, some uniform strategies were adopted by everyone. First, all groups judged samples of student work against the E.S.L.R.'s and curricular frameworks to ascertain the gap between teacher expectations and student outputs. Second, all groups used WASC criteria and rubrics to evaluate programs and determine where we currently are and what levels it is realistic for us to reach. Third, all groups based their findings on two comprehensive questionnaires: one for students, the other for parents. The surveys include information about expectations, career plans, school safety, teaching and learning, administration, school programs, activities, and community partnerships. A copy of these questionnaires may be found in the appendix. Fourth, all groups conducted interviews with students, teachers and administrators.

In addition, during the previous eight months or so, students from the Leadership course gathered evidence regarding the strengths and weakness of Kennedy High School. Among other things, the team focused on ways to improve teaching, learning and overall school climate. The students then presented their finding to teachers during a staff meeting after school. Focus groups based a significant portion of their analyses on this report. A formal document of the students' work is available upon request.

One parenthetical note: a more detailed description of methods is included in Category B, since this particular group adopted a coding scheme that needs to be explained.

CATEGORY A: VISION, LEADERSHIP AND CULTURE

FINDINGS

VLC-A1. To what extent does the school have a clearly stated vision based upon its beliefs, students needs and current educational research?

Kennedy High School operates from a formal and concise vision statement. Our mission is not only to equip students with the academic skills necessary to become productive members of society, but to facilitate their moral and social development as well. Direction for school development also stems from two additional sources. The first is a list of Life Skills posted in classrooms and contained in the student handbook, which each student receives upon enrollment. Among other things, this document stresses the importance of acting with integrity, responsibility and flexibility. The second is derived from student, staff and parent expectations, all of which we believe represent key elements of Kennedy's collective vision.

A variety of stakeholders helped shape Kennedy's mission, but the extent to which each formally participated in this process varied. Input from administrators, teachers and parents guided the development of the overall vision. A leadership committee of teachers and administrators then actually drafted the mission statement. After a few revisions, a parent committee—the School Advisory Council—confirmed that it reflects the values and priorities of the community. District personnel and board members did not assume as active a role in creating the vision, but interviews suggest that our expectations for student outcomes are congruent with those held by the district and board. Therefore, the school's vision was developed with representatives from most stakeholder groups.

To determine how well parents understand and are committed to Kennedy's vision, we surveyed them about whether they think their children's needs are being met, rather than questioning them directly on the vision statement itself. From our perspective, if parents support the practical application of the vision, they support the stated mission and purpose of Kennedy High School as well. When we asked parents if their child feels respected at Kennedy High School, (among those who held an opinion), 80% agreed or strongly agreed; when asked if teachers at Kennedy seem to really care about their child, 66% agreed; when asked if parents feel comfortable sending their child to Kennedy, 90% agreed. Our findings are conclusive: a significant majority of parents support Kennedy's vision.

A process currently exists to regularly communicate with the school community regarding the school's vision and purpose. A parent committee of approximately 15-20 parents meet with both the School Advisory Committee and Principal on the first Thursday of every month. The group only rarely sends a smaller group to meet with the superintendent. Most of the time is spent problem-solving within the ranks of the group. The committee is considered a liaison between the district and school. In these meetings, parents have a non-threatening context in which to communicate any concerns they may have. A group, in turn, describes activities or programs that are ongoing or in development. They also address any other issues that parents may want to discuss. In addition, the school's goals are further articulated to parents and students at Back-to-School night, in the handbook described above, through letters from administrators (in both English and Spanish), and phone calls and conferences with teachers. In all of these ways, mechanisms exist to facilitate communication between our school and

community. Unfortunately, there is no specific process to communicate with our Southeast Asian community, many of whom speak little-to-no English and are reluctant to come to school meetings. In such cases, the burden is on students to inform and update parents about what's going on at Kennedy. This is clearly one area on which we need to work.

Although the vision statement did not directly inform schoolwide E.S.L.R.'s or department instructional goals, the school's purpose is further clarified and defined by them. For example, part of the vision statement expresses our *general* desire to teach students how to think critically, become constructive members of society, and act professionally. The E.S.L.R.'s stress more *specific* goals of teaching students to access information and utilize it effectively, use appropriate language to express themselves in different settings, and act with personal and ethical integrity. Therefore, the E.S.L.R.'s serve as a logical extension of the school's vision.

In terms of instructional goals, last year each department revised and designed curriculum, with the explicit purpose of ensuring that students could meet college entrance requirements. So subject area (content) goals are based on such entrance requirements, rather than the overall school vision. Inevitably, some overlap exists.

The extent to which each curriculum reflects schoolwide E.S.L.R.'s is discussed in detail later, in the section on Curricular Paths. In general, it is fair to say that the goals established for each subject reflect at least some of the schoolwide E.S.L.R.'s. Perhaps the biggest shortcoming with curricula is that it does not enough consider the *particular* needs of Kennedy's student population. That is, we are in most cases limited to one college-prep curricular path—more will said on this later.

A2: To what extent does the school leadership make decisions and initiate activities that focus on all students achieving the expected schoolwide learning results? The leadership empowers the school community and encourages commitment, participation, collaboration and shared responsibility for student learning.

In this section, we first address the extent to which leadership initiates activities linked to students achieving E.S.L.R.'s. We then describe the strategies and structures pertaining to team building, governance, communication and collaboration, and the relative success of each.

Kennedy High School's leadership consists of the principal, vice principal, deans, faculty chairs, School Advisory Council (parents), School Site Council (SSC), Parent-Teacher-Student-Association (PTSA), students enrolled in the leadership course, and a few active teachers. Groups are not mutually exclusive.

Many of the actions of the principal and vice-principal are directly linked to student achievement of the E.S.L.R.'s. First, the principal and vice principal frequently visit classrooms to ensure teachers and students remain on task. Second, they required that teachers spend one day thoroughly reviewing the E.S.L.R.'s with students in every second period class. Students were then encouraged to make comments and suggestions. Third, the Vice Principal collects and reviews week-long lesson plans from each teacher every Monday. Fourth, the Principal and Vice Principal are also quite accessible to teachers who wish to discuss pedagogy and classroom management; they even distributed a packet of information with detailed strategies on how to be an effective teacher. All such efforts represent evidence of direct support of students achieving the E.S.L.R.'s.

Additional evidence is derived from the activities of other members of the leadership. The administrators conduct formal evaluations of each teacher, twice a year, in accordance with the Stull mandate. Personnel in the SSC use funding from SB1882, Title I, and LEP coffers to provide tutorial and counseling services to help students achieve E.S.L.R.'s— such as the English/Math tutoring program. They also recruit privately-funded organizations to offer additional support to students, such as the Y-Team and Educational Guidance Counselor, the latter of which assists college-bound students with issues regarding program schedules, college entrance exams and financial aid. Teacher leaders run additional extra-curricular services, such as Making Waves, and MESA. I.E.P. meetings involve a variety of stakeholders who develop strategies to promote achievement for Special Needs students. Staff development workshops and department meetings try to address teachers' concerns, particularly those pertaining to the resources teachers may need to help students achieve E.S.L.R.'s. An additional staff development day was held at U.C. Berkeley, during which teachers were further trained on how to bolster student achievement of E.S.L.R.'s.

Perhaps the most compelling evidence of leadership advancing the achievement of E.S.L.R.'s stems from the students themselves via the leadership class. Rather than go into detail, a copy is available upon request. But even a cursory glance at their report confirms that they have spent a great deal of time talking with students about how to improve teaching and learning, an activity which in itself facilitates (and demonstrates) the achievement of at least one ESLR: "self-directed citizens are concerned, active, and positive participants in our school, community and environment."

In addition to the above-mentioned student, parent and teacher groups, a variety of approaches have been taken by the leadership to empower staff members and promote team building. During our first staff meeting, for example, before school even began, the principal tried to motivate faculty by instilling within them a sense of efficacy and ownership over the school. We recited school cheers, introduced ourselves and set high expectations. Moreover, students and teachers are frequently acknowledged during schoolwide announcements, when they do something especially noteworthy like maintain perfect attendance or get a new program up and running. While symbolic on some level, these reflect purposeful attempts by the leadership to promote a positive school culture and empower teachers. In addition, the leadership has regularly and explicitly asked teachers to express concerns as they arise, hoping to facilitate communication and understanding, and help teachers assume an active role in the school.

The success of such efforts is a matter of debate, but the performance of our school is not. The fact is, if teachers do not feel good about what they are accomplishing in classrooms, no one will feel empowered. Despite the leadership's efforts, interviews clearly demonstrate that teachers do not feel empowered. Data from student surveys reveal a similar story. There was a low response rate from parents which is self explanatory. The school leadership certainly tries to empower and encourage the school community, but institutional constraints and a lack of human resources (each broadly defined) often undermine such efforts. For example, many teachers do not have enough access to photocopy services, technology, or books, and must often substitute during preparation periods. Such institutional constraints lower staff morale, whereas the administration becomes frustrated by teacher absenteeism, incompetence, and apathy, all of which inhibit efforts to craft a constructive school culture. These problems then reinforce and perpetuate one another.

Our evidence suggests, in general, that the leadership team does communicate regularly and effectively with members of the school, but not enough with our parent community. When we interviewed teachers about whether they felt informed about what was going on, the overwhelming majority explained that they did, in fact, feel good about the communication systems although too many teachers did say that they were unaware of the number of tutoring opportunities available to students. Results from our parent questionnaire indicate that parents do not feel as well informed: Only 20% agree that school personnel do a good job of keeping them informed about their child's progress; 47% agree that they receive enough information about their child's academic achievement; 43% agree that they receive enough information about school activities and programs. Also noteworthy is the fact that many parents expressed no opinion when asked such questions, clearly a symptom of a larger issue regarding the challenges of facilitating parent involvement.

Interviews with select administrators reveal something quite different, however. While some administrators contend that there exists a rather open line of communication among administrators, others insist that no one is communicating at all. The truth falls somewhere in between. But it is important to note that, like any organization, Kennedy is a collection of diverse personalities, perspectives and experiences, and therefore it is not surprising that key stakeholders hold different and often competing points of view.

The following outlines some but not all of the channels through which information is formally disseminated:

- Monthly staff development, whole-faculty, and department meetings
- Monthly calendar with long-term schedule of events and programs
- Daily news bulletin which details schedules, events and birthdays for week
- Daily bulletin noting student suspensions and SAC
- Daily announcement of activities and current events
- Teacher handbook
- Staff mailboxes are used to inform teachers about district and school teacher-training workshops, resource drives, scholastic contests, fund raisers, etc
- Attendance clerk and computer dialer inquiries about student absences
- Parent-Teacher Night
- Appointments for teachers to meet with Principal and VP
- Various committee meetings (described above)

Discussions with faculty suggest that the governance structure at Kennedy may be characterized as both hierarchical and lateral, again, depending on whom we asked. It seems, however, that on the one hand, teachers rely heavily on the administration to garner resources, communicate with district personnel, inform them about policies and programs, and accept responsibility when things go awry. The staff also relies on the administration to hold teachers accountable, though a peer review system will be introduced next year. On the other hand, the administration is sensitive to the difficult conditions under which teachers work, and value their ideas and input. It is difficult, however, to develop an effective system of site-based management when so many teachers are new to the profession. Many teachers spend time working on credential requirements; others simply have little experience with school governance. The administration has encouraged teachers to write formal proposals of their ideas and intentions, but there is little follow-through.

For example, during our first schoolwide meeting, teachers were encouraged to sign up to participate in one of about twelve clubs. While most teachers volunteered their services, these clubs never met. The principal felt that teachers were so overwhelmed with the required duties and WASC that requests to do more would cause them to erupt in rage. In the end, students suffered the most. So, despite the congenial relationship among teachers and administrators, we have not yet developed a formal or efficient system of site-based management. But a core group of teachers is emerging who have the experience and wherewithal to help the administration implement such a system.

Throughout the year, teachers have often met within departments to discuss policy, and across departments during focus groups for WASC. But for reasons that did not become clear during this evaluation, the extent of collaboration within and across departments on matters related to teaching and learning is limited. Most teachers argued that there simply is not enough time to both collaborate and fulfill other responsibilities; others suggested that policy issues and the WASC evaluation consumed most, or all, of the department and schoolwide meetings. All of the staff and administrators did agree that more collaborative efforts are needed for all students to achieve E.S.L.R.'s.

A3: To what extent is the staff supported, utilized, and monitored to facilitate student achievement of expected schoolwide learning results? To what extent are leadership and staff a part of an organized structure committed to professional development?

There actually exists a relatively comprehensive plan for schoolwide professional development, as defined by WASC criteria, stage 2. Unfortunately it has not yet been implemented. During a staff meeting in early September, the administration explained the current level of student achievement and our goals for the future. The Principal then displayed a blueprint, which she designed, with strategies to promote the school's vision and what are now the E.S.L.R.'s. But for reasons to be discussed later in this section, we have not been able to implement this plan.

There are opportunities for staff development, based upon student needs and current research. Much of the training is targeted toward new teachers or math and science teachers. Some staff development opportunities exist for all teachers. The vice-principal meets with new teachers once a month to discuss pedagogy, as it relates to student learning. One mentor teacher is available by consultation, and holds additional meetings with new teachers once a month to discuss classroom management and instruction and to provide moral support. Math and science teachers receive support from Berkeley Pledge. The district provides new teachers with two days per year to observe classrooms in other schools. The district allocates a limited amount of money for tenured teachers to attend workshops during the school year and summers. This year the staff spent time creating, discussing and revising E.S.L.R.'s, so we were engaged in both short and long-term planning. The administration also distributed a packet on effective teaching and classroom management. Last year, guest speakers addressed issues centered on literacy. We have also held schoolwide staff development workshops, both on and off campus, and teachers have access to conferences and workshops beyond those offered by the district.

The Bay Area Writing Project is a valued resource in the West Contra Costa Unified School District. A number of English teachers, as well as those who work with ESL students, are taking advantage of Title I-sponsored and funded programs. BAWP works to give teachers innovative and successful strategies to improve instruction. Teachers receive additional training through the Literacy Cadre program. Several teachers participate in the Cal State Hayward intern support program as well.

To address the first part of A3, in terms of “support and utilization,” of staff, we rate no better than a 4, according to WASC criteria; in terms of “monitoring” staff, we fall somewhere between a 2 and 3. There are very few collegial strategies used to implement innovations and encourage improvement. There are no shadowing programs, a very limited supply of mentor teachers, and no outside support from organizations such as Ted Sizer’s Coalition of Essential Schools. Due to a lack of substitute teachers, the burden of fulfilling WASC requirements, recent contract negotiations (three fewer days for site-based staff development), and teacher apathy, the staff has not enough received or participated in training to help all students achieve E.S.L.R.’s. An inadequate supply of teachers and too many new teachers prevent us from truly being able to assign teachers based on the needs and learning styles of students. Teacher monitoring does include both formal and informal evaluation: the deans conduct formal evaluations; the Principal and Vice-Principal conduct routine evaluations.

A4: To what extent is the school a safe, clean, and orderly place that nurtures learning? To what extent is the culture of the school characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement?

The district provides Kennedy with six site supervisors, who do an effective job of maintaining order, given the circumstances. The Principal, too, has assumed an active role in curtailing discipline problems, working hard to promote an institution of learning. An active parent group provides support and services often unavailable through the district, such as purchasing tile for classrooms and repairing drapes in the library. A district-based maintenance team—R.A.M.B.O—has improved facilities and helped keep the school as clean as possible. The district has also recently re-roofed some of the school and fixed heaters, but maintenance problems remain.

The aesthetic condition of our school makes it difficult for many students and teachers to have a sense of ownership. There are no windows; bathrooms are not often clean or equipped with enough supplies; walls exhibit graffiti. Although these limitations do not preclude staff members from developing an institution that nurtures learning, survey data and the student report indicate that many teachers and students believe it has a diminishing effect on school climate and student performance. And perceptions have real consequences!

Still, the majority of students feel safe at Kennedy High School. Student surveys demonstrate this. When students were asked if they feel safe at Kennedy High School, among those who expressed an opinion, 66% agreed or strongly agreed. When asked whether Kennedy High School has few (or no) gang-related activities, 73% agreed or strongly agreed. When students were asked if they are scared to go to Kennedy High school, an overwhelming majority 87% indicated that they are not scared. Parent surveys further suggest that Kennedy is a safe school: 81% of those offering an opinion responded that they are not afraid to send children to Kennedy.

Problems also exist in regards to the culture of the school. While the majority of teachers hold high expectations for students, some, inevitably, do not. The student report suggests that both teachers and students need to make a more concerted effort to respect each other. Professionalism is lacking in general, though some teachers do review educational research, through teacher credential programs or independently. Still, no systems or strategies exist to facilitate the sharing of educational research or discussion thereof. As mentioned earlier, until teachers and students feel successful, we will not be able to promote the type of school culture necessary to ensure that all students achieve schoolwide E.S.L.R.'s.

GROWTH NEEDS

A1

- Continue to revise formal vision statement to reflect the values and priorities of our students and community
- Create systems to facilitate communication with parents, especially non-native English speakers
- Improve communication within administration
- Continue to revise curricula and goals to ensure students achieve E.S.L.R.'s

A2

- More processes that increase teacher accountability in a non-threatening and constructive way
- Additional support programs for new teachers
- Continue to keep teachers informed via open communication in decision-making process
- More effective systems to ensure administration and staff follow through with commitments, such as writing up the minutes of meetings, and distributing them to staff the next day
- Additional team-building efforts, such as pot luck lunches, theme days, and assemblies
- Processes to increase both intra and inter-district collaboration on matters of teaching and learning

A3

- Implement (and revise) schoolwide staff development plan
- Implement shadowing and mentoring programs, and require teachers to share what they have learned with colleagues
- Recruit substitute teachers to support staff development efforts and raise morale
- Improve monitoring systems to facilitate teacher development

A4

- Carry out suggestions of student leadership committee
- Hold more Saturday clean-up events, with students, parents, staff, community and Board members
- Better systems to facilitate communication between site supervisors and teachers
- Additional support systems and strategies to promote a positive school culture

CATEGORY B: CURRICULAR PATHS

Since the methods used by this focus group were slightly different from those of other groups, we include a summary of the methods here.

METHODS

To determine whether *all* students participate in a rigorous, relevant and coherent curriculum, we first obtained the curricular standards and course offerings for each academic department at Kennedy High School: Computers, English, Foreign Language, Math, Science, Social Studies, and Special Education. There is no career-technical program offered at Kennedy High School. We then evaluated each curriculum against the state frameworks and E.S.L.R.'s, and divided them into three categories:

- Category 1 included frameworks that centered around higher-order cognitive thinking skills, such as integrating knowledge across disciplines, abstract reasoning and problem solving, constructing new ideas, and the application of learning in real world contexts. This category includes curricula that not only has clearly stated goals for student outcomes, but also provides a logical approach to achieving such goals. These curricula most closely dovetail with state standards and school E.S.L.R.'s.
- Category 2 included department standards that strike a balance between a content-centered and skills-based curriculum. The curricula falling under this category require that students master intermediate skills, those falling between the acquisition of basic skills and the mastery of complex ideas. These curricula often had clearly stated objectives but lacked coherent guidelines to help achieve them. In short, these curricula only contained some of the E.S.L.R.'s.
- Category 3 included a mixture of curricula. One seemed to emphasize skills over thinking, reflecting basic and traditional standards; each lacked coherent content standards and/or organized goals, and included few E.S.L.R.'s.

The staff realizes that it is one thing to offer students challenging curriculum and another to ensure that *all* students are participating in a rigorous curriculum. Therefore, after undergoing the aforementioned process, we took two additional steps. First, we compiled a portfolio of student work from each department. (We did not generate a random sample of student work, but rather asked teachers to accumulate a range of samples, reflecting the varying abilities of students. We did collect enough samples to feel confident that our analysis is based on a representative cross section of Kennedy's student body.) Teachers then generated a rubric to assess the quality of student work, based on whether it provides evidence of achievement of E.S.L.R.'s and participation in a rigorous and relevant curriculum. Second, we conducted an informal survey asking teachers, deans and the counselor to approximate the percentage of students who they felt were actually *participating* in a demanding curriculum. Third, we looked at the STAR test results, the number of students who took the PSAT, and the number who enrolled in our SAT preparatory course.

To determine whether all students have access to the schools' curricular paths and knowledge of post-secondary opportunities, we reviewed the results of the questionnaire and conducted a few focus groups with students from various grade levels. We listened and later assessed their understanding of career options and college requirements including both coursework and testing. To determine whether students receive assistance to help them develop learning plans, we relied on the focus group described above and additional interviews with the counselor and deans.

To determine whether all students are prepared for life beyond high school, we reviewed curricula and course sequences to assess the extent to which they provide opportunities for students to learn about, and interact with, vocations and institutions of higher education. We then assigned a rank to each department's curriculum that corresponds with the WASC rubric for this section. Moreover, we interviewed the counselor and deans regarding the processes that are used to develop, monitor and revise student programs. We then evaluated these approaches to assess strengths and weaknesses.

FINDINGS

CP-B1 To what extent do all students participate in rigorous, relevant and coherent curriculum that supports the achievement of the expected schoolwide learning results?

The extent to which students participate in a demanding curriculum varies across departments. While all students may be challenged to think conceptually and deeply about a broad array of topics in one discipline, many will not have access to a rigorous or coherent curriculum in another. In some cases teachers have attempted to adjust curricula to meet the particular needs of students, by including topics and materials which reflect our school's diversity, for example. But many departments suffer from high rate of teacher turnover. This lack of continuity has significantly hindered our ability to help all students achieve E.S.L.R.'s.

In the following section we first describe the curriculum for each discipline, noting strengths and weaknesses, and the extent to which curricula are integrated. We then offer an analysis of whether all students participate in a rigorous curriculum. We conclude by discussing our findings regarding student programs and schedules.

In general, we found that the Social Sciences and English curricula are the most comprehensive, and the only two which we consider to fall under Category 1 (see methods). The Math and Science curricula are rigorous and relevant, but lack a formal and explicit blueprint for skill development; we assigned them a Category 2 score. The foreign language program is strong in parts and weak in others. It is relatively textbook-oriented, but does have a coherent curriculum, with clearly defined content areas—a Category 3 curriculum. The computer literacy classes challenge students with a demanding set of skills, many of which reflect the E.S.L.R.'s, but the department does not have a formal curriculum. The Special Education department does not have a curriculum, mainly because students' particular needs vary.

The social sciences and English curricula accurately reflect school E.S.L.R.'s and state frameworks. Content is organized in a logical way so that students will have sufficient prior knowledge to draw from as they progress from one topic to the next. Although the curriculum is more general than that of the state, it does cover all content areas prescribed by state frameworks. Included in the social sciences curriculum is a schedule which teachers may use to approximate the amount of time they should spend on each topic. Alongside the content standards is an outline of skills that students should master for each grade level. These skills build on and reinforce one another: students must be proficient in Cornell note taking before they analyze primary source materials; they must understand how to support opinions before conducting research and writing term papers all of which demonstrate opportunities to achieve expected schoolwide learning results.

The English curriculum is organized around a core of literature that reflects Kennedy's diverse student body as well as the schoolwide E.S.L.R.'s and state frameworks. The curriculum emphasizes the use of real literature to help students develop critical thinking skills in a logical and clearly defined way. For example, students must not only recognize such things as plot, events, dialogue, character setting, diction and imagery when analyzing a text, but must continually connect what they read to previous texts, their own lives and a changing society. The English department has also adopted the popular San Diego Reading Model, which integrates language arts with test taking skills. In these ways the Social Sciences and English curricula are coherent and meaning-centered.

The math and science curricula also provide students an opportunity to build a solid academic foundation on which to develop higher-order cognitive skills. The extent to which content areas match those delineated by state frameworks vary across grade levels. But each curriculum contains some but not all of the schoolwide E.S.L.R.'s. Staff members from each department have spent some time over the last eighteen months revising the curriculum. The math department has suffered from an inadequate supply of teachers and has therefore been unable to develop the type of curriculum they would like. They are, however, in the process of creating skill-based standards to complement the existing content standards. The science department is in the process of moving away from an integrated approach to teaching science in which students learn an amalgam of topics across scientific disciplines to one that more narrowly hones in on a particular subject, like chemistry or physics. This provides students with a better opportunity to master content that centers on depth as well as breadth. Although science teachers currently spend a considerable amount time assisting students with skill development, the curriculum lacks a formal outline of skills-based objectives. To address this, the science department is currently drafting a curriculum that will contain a comprehensive list of skills based on schoolwide E.S.L.R.s.

The foreign language department has adopted the district curriculum; it is relatively thorough and comprehensive. It includes many of the E.S.L.R.'s and all of the content areas prescribed by state frameworks. But the curriculum is not specifically tailored to meet the needs of Kennedy's student body.

The Computer Literacy Department does not yet have a formalized curriculum. Efforts have been made to develop an informal curriculum that reflects school E.S.L.R.'s. For example, one ESLR challenges students to become more effective communicators through technology. Therefore, some computer literacy classes are broken down into groups of Spanish and bilingual students who assist each other in accomplishing tasks, thereby creating a classroom environment that necessitates and facilitates more effective communication. Internet access is also an integral part of the curriculum. Teachers instruct students on how to properly access and utilize information—which is another ESLR. In addition, although students learn how to word process and develop spreadsheets, such outcomes do not serve as ends in and of themselves, but rather, are viewed as a means for students to prepare for, and succeed in a technology-driven society.

The Special Education Department uses the comprehensive NSH curriculum, but they do not have a specific curriculum based on the particular needs of Kennedy's students. Resource specialists and teachers do, however, focus on developing individual plans for students, rather than on creating a general outline of academic and skills-based objectives. The overarching goal for teachers is to mainstream students with special needs into heterogeneous classrooms.

Kennedy High School's academic departments are not integrated across disciplines. Teachers want to collaborate with colleagues from other departments, but no formal systems exist to facilitate this. Teachers maintain that there is not enough time to discuss curriculum with colleagues from other disciplines. Teachers do collaborate with colleague within departments informally and during meetings to revise frameworks and assess whether they are being implemented.

All students do not participate in a rigorous, relevant, and coherent curriculum. Although most curricula support student achievement of E.S.L.R.'s, both the STAR test results and college enrollment rates indicate that the overwhelming majority of students are not doing as well as they should. When teachers were asked to approximate the number of students who were achieving the E.S.L.R.'s, responses varied, but on average, they suggest that only one-third of students were achieving schoolwide E.S.L.R.'s. Problems are exacerbated by an inadequate supply of teachers. For much of the current school year, an insufficient number of math teachers precluded some students from receiving any math instruction whatsoever.

B2: Do all students have access to the school curricular paths, assistance with the development and ongoing adjustment of a learning plan, and knowledge of realistic post-secondary opportunities.

An overwhelming majority of students are enrolled in college preparatory curricular paths. The counselor draws from the A-F requirements to ensure that student learning plans fulfill the requisite coursework to enroll in Universities. Select students are encouraged to participate in upper level Honors and AP classes, though we currently do not offer enough of these courses. The science department has taken additional steps to create a structured sequence of courses that will, in time, increase participation in AP courses. And the Social Studies department has plans to add an Honors course for World History. Information about colleges is offered to students in various courses,

including 9th grade social survey and 12th grade economics and government. The counselor meets with all 10th grade students to aid in course selection and discuss career goals. The scholarship center in Kennedy's library contains additional information regarding grants and scholarships. Unfortunately, data from our comprehensive questionnaire suggests that students do not think they are receiving enough counseling, career, and college support.

Kennedy High School does not offer students a non-college-preparatory curricular path. An effort has been made to create a pre-apprenticeship academy focused on a Broadcast Journalism course which is now operational after two years of development but this is not yet a true curricular path. We also attempted to develop an additional pathway centered on Construction Technology, but it was canceled due to the inability of personnel to find teachers. We do offer a rag-tag collection of electives and co-curricular programs. A jobs/career course and a life skills course are offered to ninth graders; AVID is available for college-bound students; Upward Bound is available through a competitive admissions process; job shadowing opportunities exist—through which students spend time at hospitals and universities. An additional list of opportunities for students to explore post-secondary options follow:

- MESA
- USDA Workshop
- Educational Guidance Center
- Early Academic Outreach Program
- College Field Trips
- Project Seed
- SAT and College Application Workshops

Still, there are no systems in place to ensure that students choose an organized program around any focus whatsoever, much less an applied or otherwise experienced-based curricular path. In general, the burden is on students to understand the connection between class schedules and college or career requirements. There is currently no concerted effort to tailor programs to the particular needs of students. We do not yet have enough counselors to develop individual programs. One counselor is responsible for working with more than a thousand students, so unless we receive some district support, programs will not be individualized.

Parents, students and staff rarely collaborate in the developing and monitoring of learning plans. Some parents do assume an active role in choosing their children's classes, usually to ensure that college requirements are being satisfied. Few parents assist students with choosing electives, perhaps because JFK does not offer enough career-preparatory classes. If parents request a conference with the counselor, student programs are revised. The onus is on parents to initiate this process.

B3: To what extent are all students prepared upon graduation to continue their academic and occupational goals.

Although most students are enrolled in college-prep programs, the evidence suggests that very few graduates are prepared for higher education. As mentioned above, students have limited access to career-technical preparation programs and not enough opportunities to explore real world applications of educational interests. Some students do benefit from tutoring and the Berkeley Pledge Program. Unfortunately, a small percentage of students take advantage of co and extra-curricular academic services, and fewer students are enrolled in honors and AP courses.

The lack of curricular paths preclude tracking. Course programs do indicate whether a particular classes satisfies college entrance requirements, but nearly all students (including those enrolled in special education) receive equal access to educational opportunities. For similar reasons, there is relatively no flexibility to accommodate changes in student interests and areas of career exploration. And again, only one counselor but no formal processes monitor or revise educational programs.

Kennedy graduates are not prepared to meet the needs of an ever-increasing technology-driven society. While most teachers have computers in their rooms, fewer than half are currently operational. The computer lab is not sufficient to meet the needs of all students. We do not offer enough basic or advanced computer courses, nor is technology incorporated into all curricula; some curricula do include technology-based objectives.

Kennedy High School also lacks a comprehensive database to track students after graduation. We currently rely on parents of former students and graduates themselves to inform us about what students are doing after graduation. Moreover, the high school and community does not enough collaborate to provide connections between high school and post secondary opportunities. We do have some field trips, guest speakers, and parent-teacher conferences to better inform students and parents about this connection, but not nearly enough.

GROWTH NEEDS

B1

- Create formal systems to facilitate communication among colleagues across departments.
- Develop more comprehensive curricula in Math, Foreign Language and Computer Literacy
- Increase the number of school-based and work-based activities to ensure all students achieve E.S.L.R.'s
- Implement a more supportive program exclusively designed to retain and recruit teachers.

B2

- Develop career-technical curricular paths
- Offer more programs focused on post secondary opportunities, such as parent-to-parent workshops, career days, and an evening reserved for recent graduates who could offer advice and encouragement to current students.
- More counselors to address student needs and increasing enrollment.
- Develop a guidance program through which all students are assigned a teacher who can monitor and document student programs, interests and career goals. A contract should be signed by student, parents, teachers, and the counselor to improve accountability.
- Increased collaboration with business to improve and broaden connections with real world.

B3

- Create systems to better disseminate information on realistic post-secondary opportunities.
- Develop a comprehensive data base to track graduates and receive feedback on how successful the school has met their needs.
- Develop programs within the context of courses to allow students to become more actively involved in the community.
- Improve and increase computer training for staff so that they may use technology in classrooms.

CATEGORY C: POWERFUL TEACHING AND LEARNING

FINDINGS

PTL-C1: To what extent are all students involved in challenging learning experiences to achieve the expected schoolwide learning results? To what extent do teachers use a variety of strategies and resources, including technology, to engage students actively and help them succeed at high levels?

For this question and subsequent ones within this category, we first offer an analysis of teaching and learning based on WASC criteria and the suggested evidence to examine. Before summarizing our growth areas, however, we provide an outline of *some* of the factors that inhibit powerful teaching and learning, much of which may also be ascertained from community profile data.

Observations of students working in classrooms, and an evaluation of selected samples of their work, suggest that some but not all students are involved in challenging learning experiences to achieve E.S.L.R.'s. A majority of all teachers advance the E.S.L.R.'s of becoming an "independent lifelong learner" by expecting students to arrive on-time, be responsible, meet deadlines, and organize their work. Many teachers encourage students to be "responsible, self-directed citizens" by nurturing tolerance, integrity and respect in classrooms.

Most teachers address at least some of the E.S.L.R.'s in their classwork and homework assignments, but some subjects offer a better fit with particular E.S.L.R.'s. Inevitably, the extent to which teachers effectively challenge students varies across classrooms and teachers. Most social studies and English teachers frequently require students to make oral presentations and write analytical and reflective essays, helping students become "effective communicators." Interactive discussions, role playing, creative and expository writing, and constructing meaning from a variety of texts are emphasized in these subjects on a daily basis. These teachers as well as those in the Foreign Language Department teach students about a variety of cultures, hoping to widen the lens through which students view the world and their relationship to it. Through projects and experiments, many science teachers assist students with setting goals, planning, and acting to realize their completion also an example of developing "independent lifelong learners." The organization of such classes around labs facilitates student collaboration and the development of interpersonal skills as well. Some math teachers do a good job of helping students become "effective decision makers" by cultivating their problem-solving abilities, including logical reasoning, deduction and induction. Although students are not exposed to all of the E.S.L.R.'s in every class, in following their program schedules, many students will receive instruction that advances most schoolwide E.S.L.R.'s.

Not all students recognize or understand the expected schoolwide learning results, and not all students understand the expected level of performance or the need for it. Copies of E.S.L.R.'s and the school's mission statement are posted in classrooms. As mentioned earlier, all teachers were required to go over the E.S.L.R.'s with students. But interviews clearly demonstrate that many perhaps most students are not enough familiar with E.S.L.R.'s.

Some teachers use an array of strategies to actively engage students and help them succeed. Following the paradigm of Howard Gardner, some but not enough teachers tailor pedagogy to students' learning styles. Students learn through linguistic work when they write creatively or analytically, give oral presentations, and carry out dramatic reading. Classroom activities such as creating charts, timelines, maps, graphs and collages, help students develop logical-mathematical and spatial abilities. A few teachers even use rap songs (and other music) to help those students who rely on a musical learning style. Kinesthetic learners benefit from role playing. Interpersonal learners advance their skills through collaborative projects and conducting interviews, the latter of which students use in social studies classes during oral history assignments. Teachers develop students' intrapersonal intelligence through assignments that require students to work independently. In all these ways teachers use instructional approaches that help students succeed.

Computer-based technology, VCRs, overheads and other audio-visual equipment are limited. As mentioned earlier, computers have been purchased for all classrooms, but many are not yet operational, though a process is underway to address this. Due to a lack of additional technological equipment, computers that are working cannot be used for whole-class instructional purposes. The library and computer lab are available to students, but only three full classes per period may use the library and the computer lab. Students also use off-campus resources, including the Richmond Public Library. In practice, however, most students do not have regular access to computers. We are hopeful, however, that things will improve. Teachers will soon receive training on how to use CTAP materials. We also have an eighteen-month site license to assist teachers with a variety of computer applications, from spreadsheets to Internet use. Still, technology plays a very limited role in ensuring that students achieve E.S.L.R.'s.

C2: To what extent do all students experience learning opportunities that emphasize higher order thinking skills and integrate academic and applied content? To what extent does collaboration occur 1) among staff, 2) between staff and students, 3) among students, and 4) between school and community?

Some but not all students experience learning opportunities that emphasize higher order thinking and the integration of academic and applied content. Again, however, the extent to which this occurs varies. Examples of students engaging in higher order skills are described above. It seems that many students (but not enough) do participate in activities related to the real world. A few social studies classes require students to do current events projects on a weekly basis; others do this on a regular basis. For example, at least two teachers currently have students monitoring the Amadou Diallo trial and Mumia Abu Jamal situation, as many of Kennedy's students are concerned with alleged incidences of police brutality and the justice system in general. A significant part of the student body is also tracking various propositions on the upcoming March ballot. Some teachers also assign projects to students in which they must represent what they see and hear every day through poetry and pictures. All of these activities reflect a concerted effort to apply coursework to the real world.

Beyond the classroom, students have other opportunities to participate in programs that prepare them for adult life. AVID and other activities mentioned earlier are examples, but there are additional vehicles through which this is done as well:

- Kennedy High School participates in Teenage Program (TAP), sponsored by Contra Costa Health Services. This program provides health education through classroom presentations and health clinics in the community.
- The Seneca Center for Living Skills sponsors a Community Life Program that enables students to feel more connected to Kennedy and to establish personal goals in areas of education, family, and friends.
- School Pride Esteem and Learning (SPEL) is a program designed to support about fifteen at-risk freshmen. Support is offered through the activities of mentoring, tutoring, after-school activities, conflict mediation/prevention training, and workshops. The goal is to enhance student self-esteem, instill a sense of personal and cultural pride, and to improve attendance and behavior.
- The University of California at Berkeley Women in Math and Science Conference is attended by selected female students, who travel to U.C. Berkeley to attend workshops on topics such as career planning and jobs in the fields of math and science.
- Job shadowing at Kennedy High allows students to inquire about specific jobs and to truly see the daily responsibilities of the positions in which they are interested.
- Students also participate in debate, recently revived at Kennedy. Students attend meetings after school, twice a week, to debate real policy issues regarding school reform. Tournament and workshops are held one Saturday a month at U.C. Berkeley, further exposing students to the realities of higher education.
- The science fair encourages students to use higher-order thinking, reasoning, and problem-solving skills

A number of teachers expect students to problem-solve in the classroom, through group work and individually. The evidence suggests that those teachers who carefully structure group work, by clearly defining the norms, roles and expectations for each student, have been able to help students develop problem-solving skills. Many students, however, tend to disengage during group work. So a number of teachers, particularly those new to the profession, do not feel comfortable having students collaborate in groups. And most classes do not facilitate interaction between students and adults in the community

Many teachers clearly explain to students what is expected of them; some do not. Written curricula, course requirements, and classroom policies are regularly distributed to students at the beginning of the first quarter and to parents on Back-to-School Night. Many teachers post policies and expectation on classroom walls. Some evidence indicates that students are also involved in defining behavioral expectations in the classroom, including classroom procedures and practices. Evidence that all students are so involved is unavailable.

Many departments meet regularly, such as the English department, which gathers every Thursday at lunch to discuss disciplinary and instructional issues. The math, social studies and science departments also frequently collaborate, approximately every two weeks. The PE Department team-teaches numerous classes. For each unit the teacher with the greatest expertise in that area takes the lead, and the other teachers assist the lead teacher. Teachers in some departments meet regularly to collaborate on various projects, such as the reading program currently in place in the English Department. Teachers in this program have adopted teaching materials (grade-level) specific to help students prepare for the STAR tests this coming spring. Still, collaboration across departments is extremely limited, and only occurs on an informal basis.

The extent to which staff and students collaborate varies so much as to make it nearly impossible to assess. It is safe to say that a few teachers spend nearly all their time with students; some spend ample time with students; others only work with students during class time. The student report clearly indicates that teachers need to improve in this area.

The student report in and of itself provides solid evidence that some students are collaborating with each other. Opportunities are not as great for cooperation among staff, parents, and community members during school hours although representatives from communities attend School Site Council meetings. Familias Unidas also meets regularly. And faculty members meet with concerned community members on a case-by-case basis. As mentioned earlier in this report, the School Advisory Committee; Bilingual Advisory Committee; and a Parent, Student, Teacher support group meet in the evening on the first Thursday of each month. Individual teachers are also encouraged to *regularly* contact parents.

C3: To what extent do students routinely use a variety of resources for learning and engage in learning experiences beyond the textbook and classroom?

Much of the information germane to this question appears elsewhere in this report. In short, a variety of programs discussed above enable students to leave campus on field trips. Students have visited the Museum of Modern Art in San Francisco, San Francisco State University, and U.C. Berkeley—among other places. Plans are being made to bus students to the May college fair at the University of California-Davis. Students are also encouraged to apply to the EOP and Upward Bound programs offered through U.C. Berkeley, each of which mentors students interested in attending college. As mentioned earlier, students participate in some job shadowing, and seniors are required to participate in community service activities. The USDA facility in Albany, working with the American Chemical Society, also offers an apprenticeship program to students at Kennedy High. It was also recently announced that our new campus radio stations will soon be operating in cooperation with El Cerrito High School, furthering the connections between students and the real world.

Before outlining future growth needs, we thought we would include a list of factors that we consider to inhibit powerful teaching and learning. Much of this information may also be ascertained in the Community Profile.

- High teacher turnover and staff absenteeism
- Large numbers of uncredentialed teachers
- Student discipline issues, including large numbers of students who are disciplinary transfers from other high schools in the district

- Lack of professional development focusing on strategies to effectively deal with multi-ability level classes
- Lack of human and fiscal resources
- 85% of the student population scores below the 50th percentile on standardized tests
- The average reading level of incoming 9th grade students is hovering between 4th and 6th grade.
- Large numbers of students who suffer from physical and psychological abuse, homelessness, and extreme poverty
- Large number of students who have recently returned from Juvenile Hall, CYA, and the Byron Boys Ranch
- A large numbers of so called Special Needs Students - SH, NSH, and RSP
- A large and increasing LEP population, with insufficient services to address their needs
- High student absentee rate, with insufficient resources to visit homes

GROWTH NEEDS

C1

- Continue to familiarize students with E.S.L.R.'s
- Further support teachers with instructional strategies to address E.S.L.R.'s in and out of classrooms
- Continue to educate teachers about student learning styles and technology-driven instruction
- Increase access to, and supply of technology and technology-based support

C2

- Further train teachers in pedagogy that will improve students' higher-order cognitive skills
- Continue to encourage teachers to apply classroom instruction to real world contexts
- Develop additional support mechanisms to encourage collaboration among all key stakeholders, particularly on matters of teaching and learning
- Continue to initiate student-student mentoring programs
- Expand the number of programs that provide opportunities for students to directly interact with life beyond school
- Continue to develop processes that encourage students to assume control over their own education

C3

- Encourage students to use alternative sources and methods for research
- Continue to update technology and expand access to multimedia services
- Further encourage teachers to use material beyond textbooks and worksheets
- *Significantly* expand the number of opportunities for shadowing, apprenticeships, community projects, and other such experiences.

CATEGORY D: SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH

FINDINGS

D1: To what extent do all students receive appropriate support to help ensure academic success?

There are some support mechanisms to assure access and success in an integrated, meaning-centered curriculum for some but not all students. MESA offers tutoring after school, and a few teachers are available to provide additional support. The tutoring center is open four days a week for reading and math instruction. We also offer individualized assistance to students through a tutoring lab. Student participation in AVID is steadily increasing. Through this program, teachers in the English, science and social studies departments address the academic needs of midrange students to prepare them for college. The SPEL program attempts to encourage male, "at-risk," youth to remain in school. The program has enjoyed success, but it needs to be expanded to accommodate more students. Making Waves is another program that helps students realize their potential. Beginning in elementary school, teachers with Making Waves assist students with school work and skill development, ensuring that students are prepared for college. It, too, needs to be expanded.

Only a limited supply of instructional resources are available through the library/media services and facilities. Students do have access to computers and the internet via the library and computer lab, but not enough students actually use them. Although Kennedy is classified as a digital high school and computers have been added to nearly every classroom, many are not yet operational. Only one, part-time staff member is available to lend technology-based support.

Students have a very limited selection of classes from which to choose. We offer one college-preparatory curricular path (as discussed earlier). Part of the problem stems from an inadequate supply of teachers; we just do not have enough staff to offer additional courses. The situation may be exacerbated by a recent decision by our district to reduce the number of full time teachers. Consequently, some class sizes may increase as well and course offerings may decrease.

Students with special needs have complete access to the curriculum, but there are a limited number of interpreters and aides. Most core classes have relatively effective LEP/sheltered programs. Many of the same lesson plans and textbooks (albeit with modification) are used in both sheltered and mainstream classes. Special education students receive academic support through individualized education programs and smaller class sizes. In accordance with state mandate, IEPs are reviewed annually, and a more comprehensive review occurs every three years. RSP students are mainstreamed and monitored to ensure that they are challenged according to their particular abilities. Currently, of the 75 RSP students, 10 are mainstreamed 100% of the time, 65 for at least 50% of the time. However, notwithstanding the conventional means teachers use to assess all students, there is no formal process to assess the effectiveness of the school's ESL program as it relates to the core curriculum.

We currently have only one student designated as GATE, which is a travesty given that at least fifty additional students would presumably qualify. Although we do not offer enough honors and AP courses, steps have been taken to increase the number of such classes. The social studies department will offer an additional honors course in the fall, and the science department revised curricula to make room for more AP courses. Overall, an increasing number of students will have opportunities to take AP exams in various subjects. Still, not nearly enough students have the skills or discipline to succeed in such challenging courses.

Due to the lack of curricular paths, enrollment in all classes inevitably reflects school-wide demographics, save for sheltered classes. The leadership course meets before school, and we do offer summer school to students who must repeat classes but in general, classes do not meet beyond the traditional school day.

D2: To what extent do students have access to a system of personal support services, activities and opportunities at the school and within the community?

Students at Kennedy have access and are encouraged to participate in a relatively wide range of school activities. However, due to a lack of resources, limited staffing, a constant influx of intern teachers who attend classes after school, and a variety of other constraints, too many students must shoulder the burden of seeking out such activities on their own. According to WASC criteria, we score no better than a stage 3.

The level of teacher involvement with students in the classroom inevitably varies. In general, teachers try to engage students and help them assume responsibility for their own education. Interviews suggest that some teachers have recently revised curricula to promote a more inclusive and less eurocentric approach. However, many teachers, particularly those in the social studies and English department, consider state frameworks to be too heavily weighted toward eurocentric content areas.

The level of teacher involvement with students outside the classroom is not adequate. Some teachers do make a concerted effort to sponsor clubs, offer tutoring, initiate programs and spend time with students whenever possible; others do not. In addition to athletic teams, there are a variety of student clubs and organizations, among them: Debate, MESA, CSF, Asian Club, BSF, Club Latino and the Gaming Club. We do offer some field trips as well (to U.C. Berkeley, S.F. State, and S.F. Legion of Honor, etc.). While most of these groups have open membership (MESA excepted), many of the same students become involved in different clubs. Participation also tends to follow a pattern based on students' peer groups. And eligibility for all sports teams—and some clubs—are based on student's G.P.A. In general, however, not enough students participate in extra curricular programs.

Counseling and health services are available to students. Among other support networks, we have a part-time school psychologist, 1.5 counselors, Y-Team (described earlier), T.A.P., SPEL, Familias Unidas, Child Day Care, EGC, and a student-led conflict management team. When we asked the counselor how often she actually spends counseling students on issues pertaining to health, rather than scheduling, she estimated that at least three students per day ask for such assistance. The majority of her time is spent on scheduling issues.

As is well documented, a great number of students need mental emotional and physical care. The lack of resources and staffing precludes us from meeting all student needs. One area in which we could improve, however, regards dissemination of information. Not enough teachers understand the number of services that are currently available.

D3: To what extent does the school community employ a wide range of strategies to encourage parental and community involvement?

Kennedy High School's administration has sought and encouraged parents to volunteer and participate in all aspects of the school. There are formal processes through which this is done, among them; Back-to-School Night, handbooks, phone calls, computerized attendance system, school-based decision making committees, PTSA meetings, Open House, home visits, etc. Our community worker reaches out to parents whose native language is not English, regularly making phone calls and visiting homes. An additional liaison has been employed to visit the homes of students who are frequently absent, and to support and provide information to parents who do not understand the ways in which they may receive assistance. A school web page is also in development, but we are unsure whether parents and community members will utilize it to communicate with school personnel.

The community is becoming more involved in decision making and the school culture. Several parent groups remain active in the community (as describe earlier), but our goal of promoting widespread community involvement remains elusive. Many of the parents we surveyed expressed no opinion on a number of educational and organizational issues. And many did not respond at all. We realize that a variety of factors beyond our control inhibit the extent and quality of parent involvement. We will not go into them here, as they are well documented in the literature on urban schools.

GROWTH NEEDS

D1

- Continue to update technology and provide additional support for teachers and students
- Develop additional curricular paths
- Create a system to assess the effectiveness of the ESL program
- Attempt to have more students identified as GATE

D2

- Continue to revise curricula based on Kennedy's diverse student population
- Continue to encourage teachers to sponsor activities and clubs
- Develop ways to lure more students into existing extra-curricular activities
- Continue to design systems to connect allocation of resources to E.S.L.R.'s
- Expand current communication systems to inform all teachers about available tutorial and health-related services

D3

- Continue to develop and distribute monthly newsletter to parents and community members
- Establish partnerships with religious and secular organizations to disseminate information and encourage community involvement
- Develop a system to track parent involvement
- Further develop school web site

CATEGORY E: ASSESSMENT AND ACCOUNTABILITY

FINDINGS

AA-E1: To what extent do teachers employ a variety of assessment strategies to evaluate students and to modify curriculum and instructional practices? To what extent do students use assessment results to modify their learning in order to enhance their educational progress?

Teachers use a wide variety of assessment techniques. Most teachers use all or some of the following to assess student progress: tests, quizzes, essays, journals, group projects, reports, presentations, reading logs, portfolios, and others. Some teachers also use rubrics to assess student learning, and at least three teachers have students create their own rubrics, but not enough have adopted such practices. Interviews suggest that some teachers use different assessment methods for students whose native language is not English, such as focusing more on whether students understand the big ideas than mechanics and details in some cases, assessment is process-based rather than performance-based.

There is no formal schoolwide assessment plan, per se. The principal has generated and distributed a packet of information detailing student outcome data by grade levels and subgroups therein. Although there exists a comprehensive data base that would enable staff to compare student performance to established standards, teachers do not often review it. All teachers are acutely aware of the level of achievement of Kennedy's students. Moreover, no schoolwide systems exist to assess the effect of pedagogical innovation on student performance, nor do we really understand what that would look like. Some departments do work together to determine performance levels for students at each grade level. And outcome indicators from standardized tests have a slight influence on curricular goals. In general, however, individual teachers are the ones who make connections between instructional methods and the effects on student achievement. Student achievement is so low across the board that assessment data is rarely needed to make strategic decisions.

E2: To what extent do the school, district and community regularly review student progress toward accomplishing the expected schoolwide learning results? To what extent are assessment results reported to the entire school community?

There are some formal processes through which Kennedy's staff monitor student progress. Every five weeks teachers issue a progress report or a report card to students and parents alike. The administration has also enumerated benchmarks and standards for student achievement that serve as schoolwide expectations of student progress. Teachers have access upon request to outcome data for individual classes and standardized tests in cumulative files. In general, however, the school has not yet developed a schoolwide assessment program to monitor achievement of E.S.L.R.'s, as outlined in either stage 1 or stage 2 of WASC criteria.

Some departments have created comprehensive plans to track student skill development; others have not. (For a more in-depth summary of curricula please see Category B). Exit exams exist for Math courses, but most subjects do not rely on such assessments. Schoolwide measures, such as the STAR and ORBIT tests, provide further information. To monitor student progress, we also draw from placement exams for LEP students, IEPs for Special Education students, and AP tests. The extent to which staff members understand what should be involved in meaningful performance-based assessment varies. New teachers discuss assessment strategies during their monthly meetings, and many receive additional training through credential programs, but more schoolwide instruction in this area is needed.

In addition to report cards and progress reports, assessment results are shared with the school community via the School Site Council, School Advisory Council, Bilingual Parents Group, a Community Worker, and PTSA meetings. Assessment information is also disseminated through events such as Back to School Night, Open House, and Parent-Student Orientation. Most teachers contact parents on a case by case basis. Still, evidence from parent surveys suggest that parents feel the staff and administration do not make enough contact with parents. When parents were asked if teachers do a good job of keeping in touch with them, 55% of those who expressed an opinion disagreed; when asked if they would like to hear from their child's teachers more often, 97% of those with an opinion indicated that they did in fact want more communication. And 65% of parents disagreed when asked if they receive enough information about their child's academic achievement. On a brighter note, 83% of parent respondents agreed that they know whom to call if they have a question. But overall we need to make a more concerted effort to communicate with the school community.

E3: To what extent does the assessment of the expected schoolwide learning results drive the school's program development and resource allocation?

We have only recently begun to use the E.S.L.R.'s to consider program and curricular changes. We have and revised E.S.L.R.s this year, so tailoring programs and resource allocation accordingly will take some time. The fact that most Kennedy students are not performing to the levels that are expected of them in any area makes it difficult to make strategic decisions based on E.S.L.R.'s. On the other hand, every substantive thing teachers do during staff development will inevitably facilitate the achievement of E.S.L.R.'s. In short, there has been continuous staff development over the past three years. And the specific topics and activities covered during such training literacy, skill development, classroom management are determined by the assessment results that indicate students are neither reading nor writing well. Moreover, departments have met to revise curricula to ensure that standards and expectations remain high. And some additional and more specific curricular changes have been made in response to recent assessment results. For example, in addition to the English course freshman take to meet graduation and college entrance requirements, a special reading class is now offered to the majority of incoming students, particularly those who score below the 25th percentile on standardized tests. Another example stems from our Life Skills course. In previous years the curriculum for this class emphasized topics such as self-esteem, conflict management, and decision making. While these are certainly valuable areas of study, the curriculum has been revised to meet the particular needs of our students. This class now focuses much more heavily on reading, writing and math instruction, in an applied and meaningful way.

GROWTH NEEDS

E1

- Continue to train teachers on alternative forms of assessment, including performance-based and portfolio techniques
- Train teachers how to allow students to assess their own learning, through the creation of rubrics
- Provide more opportunities for teachers to showcase effective assessment techniques
- More systematic and schoolwide efforts to help teachers make connections between pedagogy and student performance

E2

- Further encourage teachers to contact parents about student progress
- Create additional processes through which administration communicates with school community
- Continue to provide parents with forums to discuss student progress as it pertains to E.S.L.R.'s.
- Develop new ways to inform parents about student assignments and deadlines

E3

- Develop a continuous process to allot resources, revise curricula, and train teachers based on E.S.L.R.'s
- Continue to create systems to allow key stakeholders to assume active role in school reform

Action Plans



WASC 16650

John F. Kennedy High School Action Plan –

1. Area for improvement/growth target: Correlating Curriculum, Standards and Benchmarks, and Assessments to the School's E.S.L.R.'s.
2. Academic Standards and/or E.S.L.R.'s addressed: all E.S.L.R.'s addressed.
3. Rationale: To create a uniform policy, identify and codify standards To put in place an effective academic and career preparatory skills-based curriculum.

Steps/Tasks	Responsibility	Resources	Timeline	Means to Assess Improvement	Means to Report
1. Develop interdepartmental format for department learning plans	Curricular Paths Focus Group & additional members	<ul style="list-style-type: none"> ☛ State standard and benchmarks ☛ S.S. – as model 	2000 Dept. to complete plans for already began	Each learning plan must be checked off against the E.S.L.R.'s and the content standards	Hard copy to present to meetings and to new teachers.
3. Set benchmarks	Through Dept. (faculty members)	State & District Frameworks Portfolios (Student)	2001 – each dept. has Learning Plan – state frameworks	<ul style="list-style-type: none"> ☛ Exit exams. ☛ Augmented State Testing scores. ☛ Review frameworks & E.S.L.R.'s 	<ul style="list-style-type: none"> ☛ Presented to parents on Open House Nights ☛ Faculty Meetings with department presentations.
4. Define teaching materials	Within department	Title I money ESL money Digital H.S. money General Fund money	2000 – Inventory of supplies-- ongoing	<ul style="list-style-type: none"> ☛ Dept. Lesson Plan Blank ☛ Evaluation of materials via Dept. Meetings, especially after use! 	<ul style="list-style-type: none"> ☛ Report back to the faculty ☛ cross-curricular committees

WASC 16651

Correlating Curriculum, Standards and Benchmarks, and Assessments to the School's E.S.L.R.'s

<p>5. Define Assessment Methods</p>	<p>Department & collaborative within departments</p>	<ul style="list-style-type: none"> ⊛ A diagnostic ⊛ An exit exam consistent (department group) 	<p>2002 – all departments must create and put in use by 2002</p>	<p>Compare results of the exams</p>	<ul style="list-style-type: none"> ⊛ Reports Cards ⊛ Meeting to evaluate assessment method.
<p>6. Interdepartmental meetings</p>	<p>Vice-Principal Dept. chairs Entire staff</p>	<p>Modified Days</p>	<p>Ongoing – 2002 – in place and implemented schoolwide, Fall 2002</p>	<ul style="list-style-type: none"> ⊛ E.S.L.R.'s ⊛ Report card 	<ul style="list-style-type: none"> ⊛ E.S.L.R.'s ⊛ Report card

John F. Kennedy High School Action Plan –

1. Area for improvement/growth target: Schoolwide Decision-Making Processes.
2. Academic Standards and/or E.S.L.R.'s addressed: Effective Decision Makers, Effective Communicators, Responsible, Self-directed citizens
3. Rationale: To include all Stakeholders in decisions that have students accomplishment of the E.S.L.R.'s as their primary focus.

Steps/Tasks	Responsibility	Resources	Timeline	Means to Assess Improvement	Means to Report
1. Define what now exists (current groups, processes & their effectiveness)	<ul style="list-style-type: none"> ☛ Students – Lead: ____? ☛ teachers ☛ support staff ☛ parents ☛ administrators 	<ul style="list-style-type: none"> ☛ interviews ☛ student/parent survey 	June 2000		<ul style="list-style-type: none"> ☛ Full staff meeting ☛ SSC
2. Apply for shared decision making as per contract	<ul style="list-style-type: none"> ☛ District Site Agreement Coordinating Council (DSACC) ☛ Proposal Writing Team ☛ 2/3 of bargaining unit members 	<ul style="list-style-type: none"> ☛ DSACC ☛ Union Reps ☛ Contract 	December 2000	<ul style="list-style-type: none"> ☛ Stake-holder buy-in ☛ Administrator buy-in 	<ul style="list-style-type: none"> ☛ Staff Meeting ☛ Parent Group Meeting ☛ Student Leadership Team ☛ School Site Council
3. Train all Stakeholders in shared decision making	<ul style="list-style-type: none"> ☛ DSACC ☛ Proposal Writing Team 	<ul style="list-style-type: none"> ☛ DSACC ☛ UTR 	Spring 2001	<ul style="list-style-type: none"> ☛ Readiness to begin implementation ☛ DSACC approval 	<ul style="list-style-type: none"> ☛ Staff Meeting ☛ Parent Group Meeting ☛ Student Leadership Team

Schoolwide Decision Making Processes					
4. Put policy in place * select/recruit members * assign tasks * set meeting schedule * determine focus	* Union Reps * DSACC * Administrators * Teachers * Parents * Staff * Students	* UTR * DSACC	End of the School Year 2001	* Membership in place * written policy * establish goals * meeting schedule	* Staff meeting * Parent Group Meeting * Student Leadership Team
5. Implement decision making team	* Union Reps * DSACC * Administrators * Teachers * Parents * Staff * Students	* DSACC * UTR	Sept. 2001	Dates kept (calendar) Buy-in (attendance of staff & administrators	* Staff meeting * Parent Group Meeting * Student Leadership Team
6. Evaluate shared decision- making processes and outcomes	* Union Reps * DSACC * Administrators * Teachers * Parents * Staff * Students	* DSACC * UTR	Sept. 2001	* Effectiveness of decision-making * Stakeholder buy-in * Utilization by stakeholders * Awareness of process	* Staff meeting * Parent Group Meeting * Student Leadership Team

John F. Kennedy High School Action Plan –

1. Area for improvement/growth target: Support Services for Students
2. Academic Standards and/or E.S.L.R.'s addressed: Addresses all E.S.L.R.'s; especially attending school regularly and all parts of Self-Directed Citizens.
3. Rationale: To create a supportive, positive campus environment that personally connects students to the campus and community through school and after school activities.

Steps/Tasks	Responsibility	Resources	Timeline	Means to Assess Improvement	Means to Report
1. Determine what exists: inventory what programs exist, in what capacity they function and which stakeholders they address	<ul style="list-style-type: none"> ☛ Administrators ☛ Counselor ☛ Title 1 project assistant ☛ program coordinators ☛ Coordinating staff/faculty member 	<ul style="list-style-type: none"> ☛ Title 1 Project Assistant ☛ program coordinators: Counselor ☛ School Counselor ☛ Administration 	May 2000	<ul style="list-style-type: none"> ☛ Student/teacher/parent evaluations for involved ☛ Number of students involved ☛ end of the year reports for each program 	<ul style="list-style-type: none"> ☛ End of the year reports from program
2. Define what stakeholders want: poll students, stakeholders (students, teachers, staff, parents) to determine what support programs they would like to see.	<ul style="list-style-type: none"> ☛ teachers ☛ Leadership Class ☛ Leadership Team ☛ parent group ☛ coordinator teacher or team of teachers 	<ul style="list-style-type: none"> ☛ Leadership Class ☛ Leadership Team ☛ Teachers ☛ Parent Group ☛ Contra Costa College ☛ DVC 	June 2000	<ul style="list-style-type: none"> ☛ polls from stakeholders ☛ list of volunteers ☛ list of possible improvements & new programs 	<ul style="list-style-type: none"> ☛ written compilation of poll results ☛ written list of volunteers & proposed programs

SUPPORT SERVICES FOR STUDENTS				
<p>3. Analyze results to begin planning/implementing programs.</p>	<ul style="list-style-type: none"> ✦ program coordinators ✦ administration ✦ coordinating teachers ✦ parent group 	<p>June 2000- Aug 2000</p>	<ul style="list-style-type: none"> ✦ current programs ✦ Humans Relations Dept. ✦ Title I Project Assistant ✦ VIP Funds ✦ Parent Group ✦ CCC/DVC/UCB 	<ul style="list-style-type: none"> ✦ determine if partnerships have been established ✦ increase in number of people coordinating/teaching in programs ✦ number of new programs ✦ establish plan for stakeholders
				<ul style="list-style-type: none"> ✦ written plan from each group ✦ summary of existing and new programs in written form ✦ meeting w/parent group ✦ Back-To-School Night announcement ✦ Radio announcements of upcoming events/programs

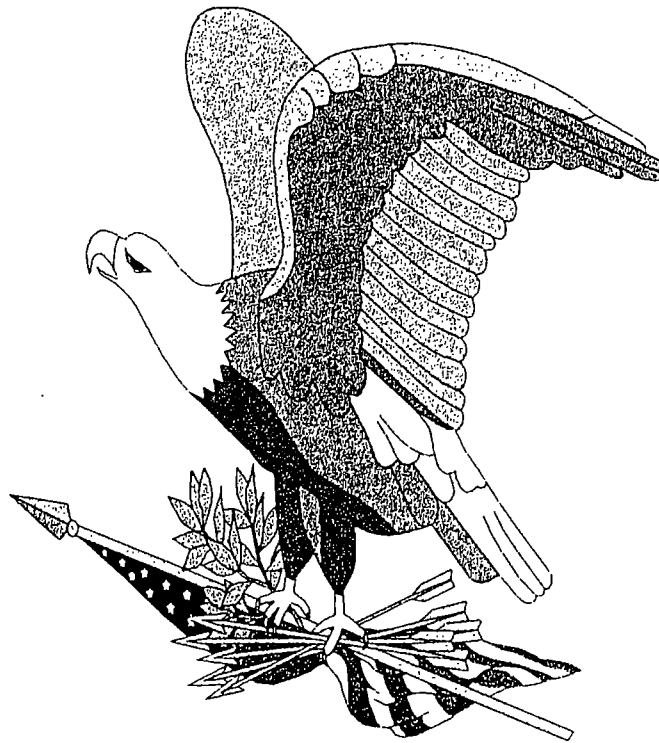
John F. Kennedy High School Action Plan –

1. Area for improvement/growth target: Achievement
2. Academic Standards and/or E.S.L.R.'s addressed: 1,2,3,4,5 (ALL)
3. Rationale: Literacy has been identified as a critical component in school success at Kennedy High School. Students generally read below grade level. Improvement is necessary to produce increasingly knowledgeable, skilled readers and writers.

Steps/Tasks	Responsibility	Resources	Timeline	Means to Assess Improvement	Means to Report
1. Define what exists * AVID * Literacy Cadre	* AVID Coordinator-Site team * Faculty at large * Cadre members and principals (cross-curricular)	* AVID money * AVID training * AVID materials * Cadre training * 1086 money * 1086 materials * Title 1 Rescues	Completed by May 15, 2000	Who they serve	Faculty at large-Faculty meeting on paper and orally
2. Disseminate information to faculty * AVID methods (binders, etc.) * SSR –define * Literacy Cadre reading/writing	* AVID Coordinator * SSR –faculty esp. English Dept. * Lit Cadre – members, principal	* photocopies * e-mail * scheduled trainings (w/stipend) * SSR-allocate 20 min per day-Principal-VP	May 2000 - AVID Fall 2000-SSR May 2000-Literacy Cadre	* percentage of students using AVID methods – survey teachers and get data, binder checks * participating in SSR check room surveys, increasing library book checkout	* Newsletter to parents * Report to faculty at large * School announcements to students

Achievement					
<p>3. Develop Consistency/Commitment Accountability</p> <ul style="list-style-type: none"> ✦ AVID 90% of faculty trained & 70% implementation ✦ SSR 100% faculty participation ✦ Literacy Cadre – 80% - 90% faculty trained 	<ul style="list-style-type: none"> ✦ AVID Coordinator/Site Team ✦ SSR – Principal, VP (evaluators) ✦ Cadre members 	<ul style="list-style-type: none"> ✦ Paper (AVID, SSR, Lit Cadre) ✦ Release time for administration of programs (and more training.) ✦ Reallocation of funds & Personnel 	<ul style="list-style-type: none"> ✦ AVID-Fall 2000 Begin ✦ SSR Fall 2000 ✦ Lit Cadre, Spring 2000 	<ul style="list-style-type: none"> ✦ Surveys, Interviews (with faculty, staff) ✦ 5% Improvement on SAT 9 	<ul style="list-style-type: none"> ✦ School Announcements ✦ Faculty members ✦ parent/student newsletter
<p>4. Communication</p> <ul style="list-style-type: none"> ✦ Parents ✦ Students ✦ Staff 	<ul style="list-style-type: none"> ✦ Principal, Vice-Principal ✦ AVID Coordinator ✦ Newsletter ✦ Lit Cadre ✦ Faculty 	<ul style="list-style-type: none"> ✦ School Announcements ✦ Bulletin – mailed ✦ Open House 	<ul style="list-style-type: none"> ✦ Open House beginning fall 2000 ✦ school announcement -- ongoing ✦ Bulletin Spring 2001 	<ul style="list-style-type: none"> ✦ Surveys ✦ Parents ✦ Faculty ✦ Students 	<ul style="list-style-type: none"> ✦ Newsletters – Faculty and Student ✦ Parent/ student surveys ✦ Faculty surveys ✦ Oral reports to faculty and students
<p>5. Re-Assessment of literacy needs, other needs to improve</p> <ul style="list-style-type: none"> ✦ Improve achievement ✦ Outcomes assessment 	<ul style="list-style-type: none"> ✦ Principal, V.P. ✦ Faculty Committee to develop criteria ✦ Implementation includes all stakeholders 	<ul style="list-style-type: none"> ✦ Staff development-time ✦ Photocopies, other materials 	<ul style="list-style-type: none"> ✦ Ongoing – 2002, 2003 ✦ Beginning Spring 2001 	<ul style="list-style-type: none"> ✦ To be determined by committee & SAT 9 (STARR Testing) 	<ul style="list-style-type: none"> ✦ Newsletters ✦ Oral reports to faculty and students

Appendix



WASC 16659

Student Survey/Parent Survey

The student survey was conducted in Period 2 social science classes. All grade levels were included. In addition to the period two classes the survey was conducted in the senior LEP social science class and in the physically disabled class. One hundred forty-five students were polled.

The parent survey was distributed to take home in the same classes as the student survey was administered. Forty-five parents responded with complete answers. They surveys were then returned to class by the students.

Both surveys were collated, tabulated, and analyzed by the survey committee. The following results are useful in determining future needs for all stakeholders at Kennedy High School.

PARENT SURVEY – SAMPLE QUESTIONNAIRE –

.....Some type of formal introduction.....

All responses to this questionnaire are confidential. The purpose of this survey is to better understand how the parents of Kennedy High School feel about our school. We hope to use your insights to help improve our school. Please take some time to respond to the following questions. If you cannot complete the entire questionnaire, please respond to as many questions as possible.

1. The respondent is 74% Mother 7 % Father 6% Guardian (please specify)
2. How many of your children are attending Kennedy High School

1	2	3
73%	25%	1%
3. What is the highest level of education obtained by (see below) ?

MOTHER _____

A. Some high school	15%
B. Graduated from high school	28%
C. Some college/university	31%
D. Graduated from college/university	10%
E. Some graduate/professional school	8%
F. Graduated from graduate/professional school	8%

FATHER _____

A. Some high school	21%
B. Graduated from high school	29%
C. Some college/university	25%
D. Graduated from college/university	14%
E. Some graduate/professional school	7%
F. Graduated from graduate/professional school	4%

GUARDIAN _____

A. Some high school	29%
B. Graduated from high school	42%
C. Some college/university	0%
D. Graduated from college/university	29%
E. Some graduate/professional school	0%
F. Graduated from graduate/professional school	0%

For the following questions, please put one letter next to each statement. For example, if you answer with an A, it means that you “strongly agree” with the statement; if you answer E, it means that you strongly disagree with the statement; please answer C if you do not have an opinion.

A = strongly agree

B = agree

C = no opinion

D = disagree

E = strongly disagree

School Safety

4. I think Kennedy High School is safe

A	B	C	D	E
4%	61%	20%	13%	2%

5. Although there are problems, I feel comfortable sending my child to Kennedy

A	B	C	D	E
7%	61%	16%	9%	2%

6. I am glad that students are not allowed to leave campus during lunch

A	B	C	D	E
49%	26%	17%	11%	4%

TEACHERS

7. The teachers at Kennedy seem to really care about my child/children

A	B	C	D	E
0%	42%	37%	17%	4%

8. The teachers do a good job of keeping in touch with me

A	B	C	D	E
9%	26%	17%	28%	20%

9. I would like to hear from my child’s teachers more often

A	B	C	D	E
39%	33%	25%	3%	0%

10. The teachers are committed to educating my child/children

A	B	C	D	E
7%	54%	18%	16%	4%

11. The teachers assign a fair amount of work

A	B	C	D	E
4%	58%	18%	16%	4%

12. All students are challenged with courses that set high standards and performance levels

A	B	C	D	E
7%	24%	36%	24%	9%

13. The teachers do a good job of managing their classrooms

A	B	C	D	E
2%	17%	36%	26%	19%

14. The teachers mark and evaluate student progress fairly

A	B	C	D	E
4%	32%	26%	18%	20%

Students

15. My child/children feels respected at Kennedy High School

A	B	C	D	E
11%	49%	25%	13%	2%

16. My child's needs are being met at Kennedy High School

A	B	C	D	E
2%	33%	28%	26%	11%

17. My child/children is being challenged at Kennedy High School

A	B	C	D	E
4%	34%	34%	18%	10%

18. My child seems to be doing well at Kennedy High School

A	B	C	D	E
15%	58%	13%	10%	4%

Administration

19. School personnel do a good job of keeping me informed about my child's progress

A	B	C	D	E
14%	50%	17%	13%	6%

20. I receive enough information about my child's academic achievement

A	B	C	D	E
2%	23%	28%	36%	11%

21. I receive enough information about school activities and programs

A	B	C	D	E
2%	33%	24%	24%	17%

22. School officials have handled discipline issues in a fair and timely manner

A	B	C	D	E
7%	33%	42%	11%	7%

23. I think the current administrative team is doing a good job

A	B	C	D	E
7%	40%	40%	7%	7%

24. The West Contra Costa Unified School District supports a high program of learning for all the students at Kennedy High School

A	B	C	D	E
2%	22%	40%	16%	20%

School-Home Partnership

25. I feel comfortable participating in school events

A	B	C	D	E
9%	42%	31%	16%	2%

26. I would like to spend more time at Kennedy High School

A	B	C	D	E
9%	37%	33%	19%	2%

27. If I have a question, I know whom to call

A	B	C	D	E
14%	61%	9%	11%	5%

Please respond to the following final questions

28. If you assist with your children's homework, how often do you do so:

18% daily 22% often (2 or 3 days/wk) 20% sometimes (1/wk) 40% rarely

29. How far do you *want* your child to go in his/her formal schooling?

0% finish high school	3% finish trade/vocational school
13% attend college/university	66% finish college/university
18% graduate/professional school	

30. How far do you *expect* your child to go in his/her formal schooling?

7% finish high school	3% finish trade/vocational school
7% attend college/university	70% finish college/university
13% graduate/professional school	

On a scale of 1-5 (1=not satisfied; 5=very satisfied; N= no opinion) how satisfied are you with the following at Kennedy High School:

	Numbers indicated percentages					
31. Teacher quality	(16) 1	(11) 2	(38) 3	(13) 4	(9) 5	N (13)
32. School safety	(9) 1	(17) 2	(35) 3	(26) 4	(4) 5	N (9)
33. School resources	(4) 1	(18) 2	(27) 3	(31) 4	(7) 5	N (10)
34. Administrative Team	(2) 1	(17) 2	(34) 3	(20) 4	(10) 5	N (17)
35. Curriculum	(4) 1	(20) 2	(31) 3	(20) 4	(7) 5	N (18)
36. Teacher-parent communication	(16) 1	(24) 2	(16) 3	(24) 4	(16) 5	N (6)

37. In general, how satisfied are you with Kennedy High School?

7% very satisfied 67.7 satisfied 27% not satisfied

38. Is there anything you would like us to know that we have not included in this survey, please explain.

- Very few comments were made
 - ◆ One respondent request more attention be paid to classroom behavior
 - ◆ One respondent commented on the number of non-credentialed teachers instructing in grades 9 and 10
 - ◆ One respondent complimented several teachers for their efforts
 - ◆ One respondent appreciated the chance to offer her views and suggested the poll be conducted every year.

STUDENT SURVEY – SAMPLE QUESTIONNAIRE

1. What grade are you in?

9 th	10 th	11 th	12 th
20%	21%	25%	32%

2. How old are you?

13	14	15	16	17	18
7%	13%	25%	16%	36%	8%

3. Are you male or female?

Male	Female
54%	46%

4. What is your ethnic background?

African American	Asian/Pacific Islander
65%	9%
Latino	Caucasian, non-Hispanic
19%	4%
Other (specify)	3%

5. How far in school do you want to go?

A. Graduate from High School	8%
B. Attend college/university	5%
C. Graduate from college/university	38%
D. Earn degree beyond college/university	45%
E. Don't know	8%

6. What are your plans after graduating from high school?

A. Work only	8%
B. Work AND attend college/university	70%
C. Attend college/university	10%
D. Join military	3.5%
E. Don't know	7.5%

7. Do you have a specific career goal?

Yes – 80% Go to the next question
No – 20% Go to question #8

- 7a. A. Professional: Doctor, Nurse, Lawyer, Teacher, Writer, Architect, etc.
41%
B. Technical: Computer Engineer, Mechanic, Carpenter, Electrician, etc.
28%
C. ?????
4%
D. Other
27%

8. Which of the following best describes your high school grades?

- | | | |
|----|----------|-----|
| A. | A- to A+ | 15% |
| B. | B- to B+ | 41% |
| C. | C- to C+ | 33% |
| D. | D- to D+ | 11% |

For the following questions, please put one letter next to each statement. For example, if you answer with an A, it means that you “strongly agree” with the statement; if you answer E, it means that you strongly disagree with the statement; answer C if you do not have an opinion.

- A – strongly agree
B – agree
C – no opinion
D – disagree
E – strongly disagree

School Safety

9. I feel safe at Kennedy High School

A	B	C	D	E
14%	30%	33%	16%	7%

10. Kennedy High School has few (or no) gang-related activities

A	B	C	D	E
10%	35%	40%	11%	6%

11. Although problems occur, I am not scared to go to Kennedy High School

A	B	C	D	E
33%	42%	19%	6%	5%

12. The staff does a good job keeping students safe.

A	B	C	D	E
8%	23%	30%	21%	18%

Teaching and Learning

13. The teachers care about the students at Kennedy High School

A	B	C	D	E
11%	25%	40%	16%	7%

14. My teachers expect me to work hard

A	B	C	D	E
32%	42%	19%	5%	1%

15. My teachers know a lot about the subject they teach

A	B	C	D	E
19%	34%	30%	11%	6%

16. My teachers do a good job of explaining things

A	B	C	D	E
10%	25%	42%	16%	7%

17. My teachers closely review my work

A	B	C	D	E
15%	25%	39%	2%	5%

18. My teachers try to help me when I don't understand

A	B	C	D	E
21%	39%	26%	9%	5%

19. My teachers respect me

A	B	C	D	E
29%	27%	28%	10%	6%

20. My teachers make learning fun

A	B	C	D	E
6%	21%	43%	18%	13%

21. My teachers are fair

A	B	C	D	E
9%	25%	44%	13%	9%

22. My teachers are helpful

A	B	C	D	E
14%	27%	34%	15%	9%

23. My teachers do a good job of controlling their classroom

A	B	C	D	E
12%	20%	39%	17%	12%

Administration

24. The Administrative team cares about the students at Kennedy High School

A	B	C	D	E
11%	17%	43%	13%	15%

25. The Administrative team is involved in student activities

A	B	C	D	E
10%	22%	43%	13%	15%

26. The Administrative team has treated all students fairly

A	B	C	D	E
7%	17%	44%	13%	19%

27. The secretaries are helpful

A	B	C	D	E
18%	30%	36%	10%	5%

28. All students are included in school decision making processes when appropriate

A	B	C	D	E
10%	16%	43%	16%	13%

29. The school district supports learning for all students

A	B	C	D	E
17%	16%	46%	13%	15%

School Activities

30. I have opportunities to participate in after-school activities

A	B	C	D	E
39%	30%	2%	6%	5%

31. I am actively involved in after-school activities

(like sports, cheerleading, tutoring,
other)

A	B	C	D	E
32%	24%	21%	11%	12%

32. The school does a good job announcing/communicating
what activities are available

A	B	C	D	E
26%	33%	28%	7%	5%

Work Ethic

33. I enjoy learning

A	B	C	D	E
38%	45%	13%	2%	2%

34. Learning is my most important task or responsibility

A	B	C	D	E
46%	37%	15%	2%	0%

35. I work hard to do well in school

A	B	C	D	E
33%	44%	20%	1%	0%

36. I do most of my homework

A	B	C	D	E
29%	36%	26%	9%	0%

37. I usually study for tests and exams

A	B	C	D	E
18%	31%	34%	12%	5%

38. I am usually well-behaved and don't cause teachers problems during class

A	B	C	D	E
45%	29%	27%	2%	1%

39. I often participate during class discussions/activities

A	B	C	D	E
28%	40%	28%	2%	1%

40. I prefer to remain quiet during discussions/activities

A	B	C	D	E
16%	22%	34%	19%	8%

41. I consider ideas from different points of view

A	B	C	D	E
40%	29%	25%	4%	2%

42. I believe that I will succeed **at** Kennedy High School

A	B	C	D	E
40%	32%	16%	5%	6%

43. I believe that I will succeed **after** graduating from Kennedy High School

A	B	C	D	E
58%	16%	17%	4%	6%

44. I am proud to go to Kennedy High School

A	B	C	D	E
30%	22%	32%	7%	10%

Community Partnership

45. My parent(s)/guardian (s) help me with my homework

A	B	C	D	E
29%	28%	20%	13%	10%

46. My parent(s)/guardian(s) makes sure I do my homework

A 45% B 21% C 18% D 12% E 7%

47. My parent(s)/guardian(s) usually attend parent-teacher conferences

A 12% B 23% C 29% D 20% E 16%

48. My parent(s)/guardian(s) talk to my teachers about how I am doing in school

A 23% B 18% C 25% D 18% E 16%

On a scale of 1-5, how would rate the following at Kennedy High School

(1- Poor; 2- OK; 3-Good; 4-Great; 5-Outstanding; N= No Opinion)

Please circle one number for each statement.

ITEM	Expressed by percentages					
	1	2	3	4	5	N
49. English Department	13	21	34	17	15	0
50. Foreign Language Department	13	26	22	26	14	0
51. Math Department	27	27	23	14	8	0
52. Science Department	7	28	27	23	15	0
53. Social Studies Department	6	22	25	24	23	0
54. Counseling, Career, & College support for all students	17	22	26	8	27	0
55. Drama/Dance/ Art/Music Department	15	10	27	24	24	0
56. Library and Technical Services	7	26	27	21	19	0
57. Physical Education Department	8	14	36	24	18	0
58. Administration Team	13	26	31	18	12	0
59. After-school programs	12	22	23	30	14	0
60. Cafeteria Services	41	26	18	6	9	0
61. Community support for student learning	29	32	20	15	4	0
62. Consistent enforcement of rules	34	32	21	9	5	0
63. School Cleanliness	51	25	9	7	7	0

ITEM ANALYSIS OF STUDENT SURVEY 2000

Frequencies

Statistics

		how far do you want to go?	do you have a career goal?	I feel safe at KHS	teachers care about students	teachers are knowledgeable	administrative team cares about students	administration involves students in decision making
N	Valid	148	139	139	139	136	136	131
	Missing	0	9	9	9	12	12	17

Statistics

		I am involved in after-school activities	I enjoy learning	I believe I will succeed at KHS	I am proud to go to KHS
N	Valid	131	137	134	132
	Missing	17	11	14	16

Frequency Table

how far do you want to go?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	grad. from H.S.	12	8.1	8.1	8.1
	attend college/univ.	8	5.4	5.4	13.5
	grad from college/univ degree beyond college/univ.	50	33.8	33.8	47.3
	I don't know	66	44.6	44.6	91.9
	Total	12	8.1	8.1	100.0
	Total	148	100.0	100.0	

do you have a career goal?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	111	75.0	79.9	79.9
	no	28	18.9	20.1	100.0
	Total	139	93.9	100.0	
Missing	System	9	6.1		
	Total	148	100.0		

I feel safe at KHS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	19	12.8	13.7	13.7
	agree	42	28.4	30.2	43.9
	no opinion	46	31.1	33.1	77.0
	disagree	23	15.5	16.5	93.5
	strongly disagree	9	6.1	6.5	100.0
	Total	139	93.9	100.0	
Missing	System	9	6.1		
Total		148	100.0		

teachers care about students

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	14	9.5	10.1	10.1
	agree	35	23.6	25.2	35.3
	no opinion	56	37.8	40.3	75.5
	disagree	23	15.5	16.5	92.1
	strongly disagree	11	7.4	7.9	100.0
	Total	139	93.9	100.0	
Missing	System	9	6.1		
Total		148	100.0		

teachers are knowledgeable

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	26	17.6	19.1	19.1
	agree	46	31.1	33.8	52.9
	no opinion	39	26.4	28.7	81.6
	disagree	15	10.1	11.0	92.6
	strongly disagree	10	6.8	7.4	100.0
	Total	136	91.9	100.0	
Missing	System	12	8.1		
Total		148	100.0		

administrative team cares about students

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	15	10.1	11.0	11.0
	agree	26	17.6	19.1	30.1
	no opinion	56	37.8	41.2	71.3
	disagree	17	11.5	12.5	83.8
	strongly agree	22	14.9	16.2	100.0
	Total	136	91.9	100.0	
Missing	System	12	8.1		
Total		148	100.0		

administration involves students in decision making

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	14	9.5	10.7	10.7
	agree	23	15.5	17.6	28.2
	no opinion	55	37.2	42.0	70.2
	disagree	21	14.2	16.0	86.3
	strongly disagree	18	12.2	13.7	100.0
	Total	131	88.5	100.0	
Missing	System	17	11.5		
Total		148	100.0		

I am involved in after-school activities

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	39	26.4	29.8	29.8
	agree	29	19.6	22.1	51.9
	no opinion	27	18.2	20.6	72.5
	disagree	15	10.1	11.5	84.0
	strongly disagree	21	14.2	16.0	100.0
	Total	131	88.5	100.0	
Missing	System	17	11.5		
Total		148	100.0		

I enjoy learning

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	48	32.4	35.0	35.0
	agree	57	38.5	41.6	76.6
	no opinion	27	18.2	19.7	96.4
	disagree	3	2.0	2.2	98.5
	strongly disagree	2	1.4	1.5	100.0
	Total	137	92.6	100.0	
Missing	System	11	7.4		
Total		148	100.0		

I believe I will succeed at KHS

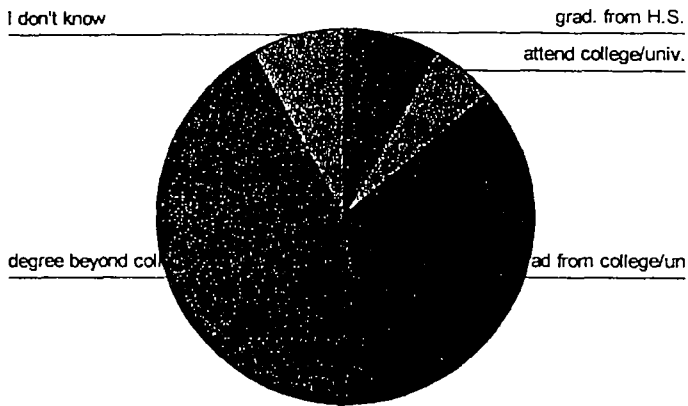
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	54	36.5	40.3	40.3
	agree	43	29.1	32.1	72.4
	no opinion	22	14.9	16.4	88.8
	disagree	8	5.4	6.0	94.8
	strongly disagree	7	4.7	5.2	100.0
	Total	134	90.5	100.0	
Missing	System	14	9.5		
Total		148	100.0		

I am proud to go th KHS

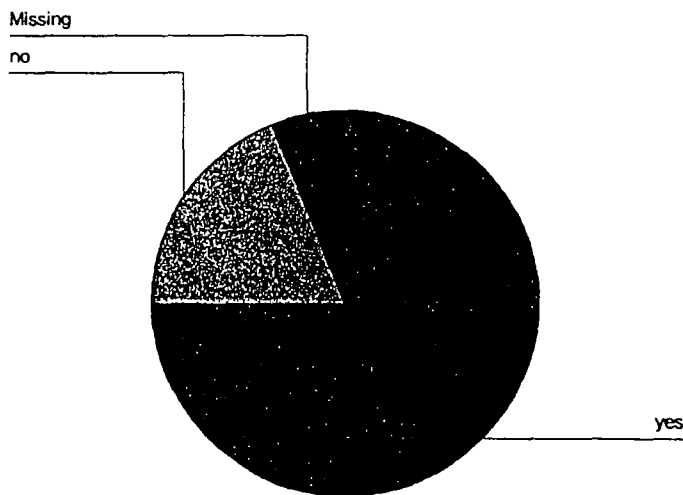
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	agree	29	19.6	22.0	22.0
	no opinion	80	54.1	60.6	82.6
	disagree	10	6.8	7.6	90.2
	strongly disagree	13	8.8	9.8	100.0
	Total	132	89.2	100.0	
Missing	System	16	10.8		
Total		148	100.0		

Pie Chart

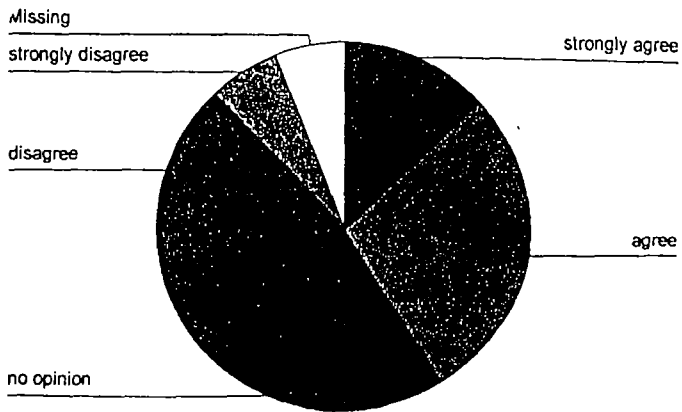
how far do you want to go?



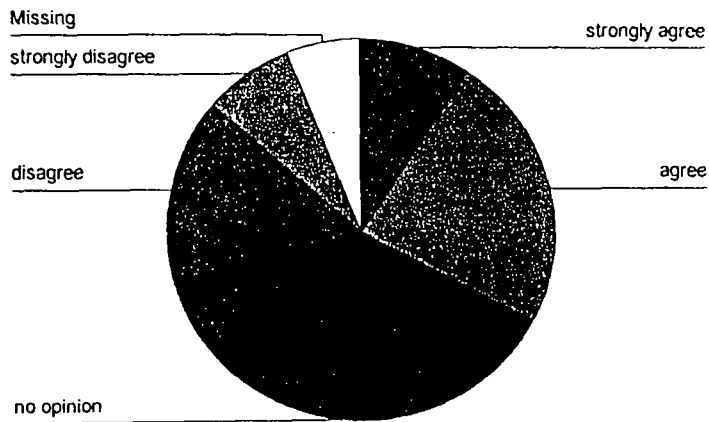
do you have a career goal?



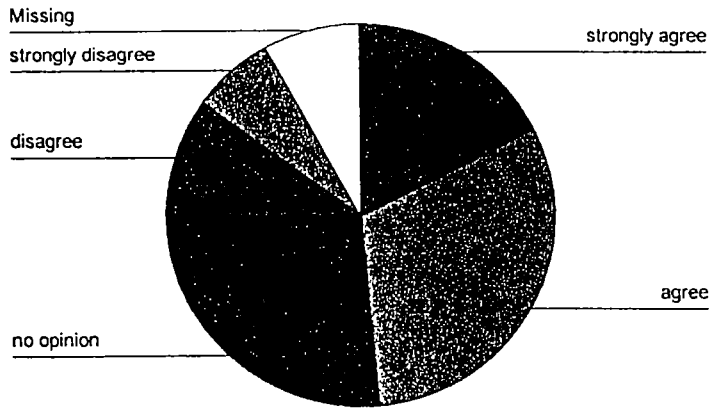
I feel safe at KHS



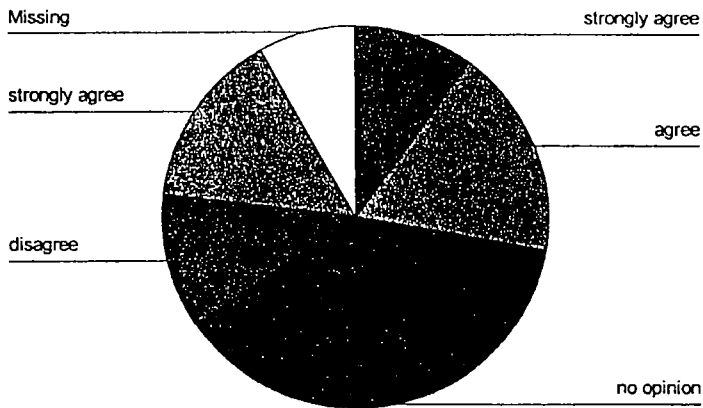
teachers care about students



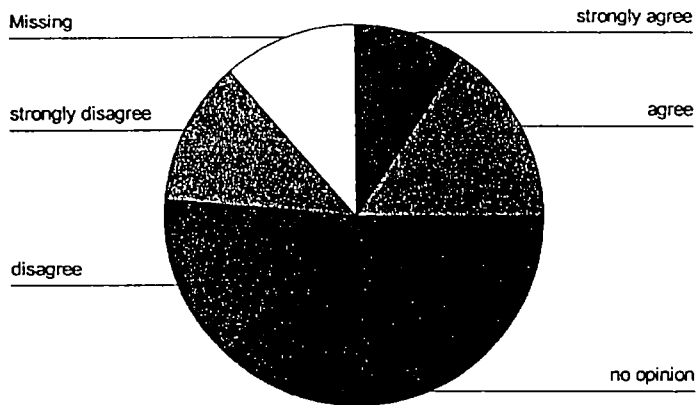
teachers are knowledgeable



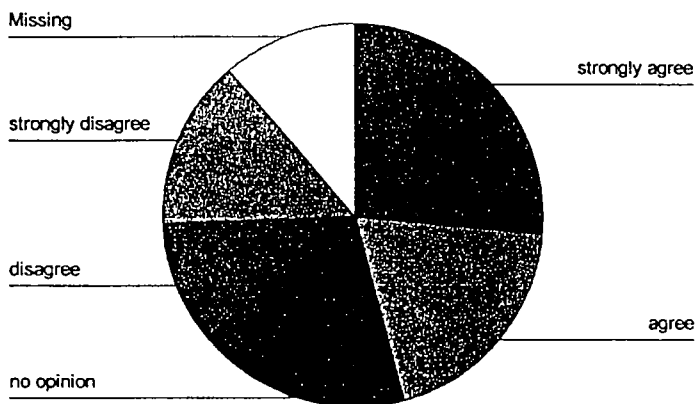
administrative team cares about students



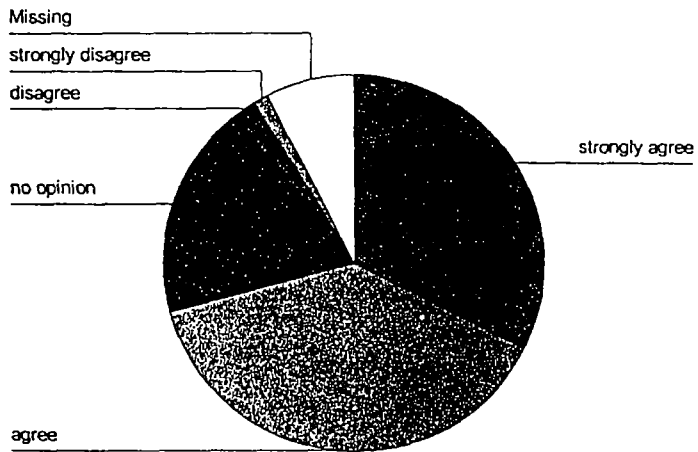
administration involves students in decision making



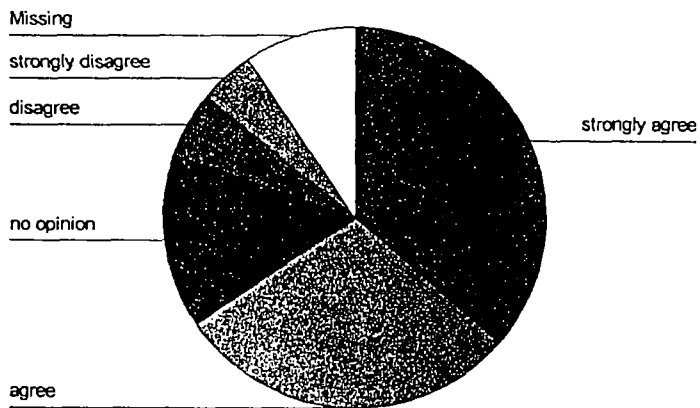
I am involved in after-school activities



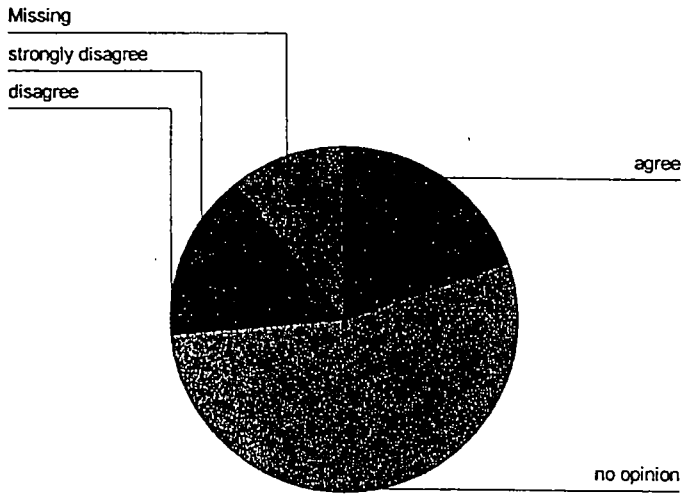
I enjoy learning



I believe I will succeed at KHS



I am proud to go th KHS



STUDENT LEADERSHIP SURVEY

The concept of a good learning environment can be defined in many different ways, and from numerous points of view. One person might say that a good learning environment consists of an effective teacher that controls his/her classroom. Another person might proclaim that a good learning environment consists of well-behaved students and an orderly classroom atmosphere. Many students and staff members at Kennedy High believe that JFK is not a "good learning environment". This perception can be derived from the litter filled hallways, the inconsistent attendance of some teachers, and lack of proper teaching materials. Of course they are some exceptions to this notion around the campus of JFK, but it all depends on the individual's assessment of a "good" learning environment. A good learning environment starts with the classroom. The perfect classroom would be bright and vibrant. Imagine a bright classroom that is well decorated with inspirational posters and accurate maps. There would be posters of all sorts around the room; on them would be inspirational messages and thought provoking tidbits, such as, "Learning is fundamental to success" and "Knowledge is the key". Picture fresh air circulating through the windows and door, keeping the temperature and humidity comfortable. The carpets and desks are clean; there is no gum stuck to the floor or seats. The floor and desks would be litter and graffiti-free. The perfect classroom would smell of some sort of invigorating fragrance. The room would not smell four or stale, as if it had been locked up all summer with old gym socks left in the middle of the floor. The ideal classroom would sound fairly quiet with the buzz of relevant discussions, problem solving and instructional lectures. The noise level in the room would never reach above a low roar. In the ideal classroom, mutual respect would be displayed between student and teachers. Students would feel comfortable to express their ideas and ask questions. The teacher would effectively manage the class. The teacher would effectively manage the class. The teacher would display genuine concern for his/her students and maintain high expectations of the students at all times. In the ideal class, teachers find interesting and creative ways to transmit information to his/her students. This what the populace believes the perfect classroom would be like. More classrooms like these can contribute to the "good" learning environment at Kennedy High School. Both teachers and students play a crucial role in creating such an environment. In order for Kennedy High School to become a more productive learning environment, this is what the students believe has to be done by students and teachers at Kennedy High School. Teachers must be present, respectful and patient, spirited and available for one on one time with their students. On the other hand, students must foremost be willing to learn, respect the teachers and staff, attend school, and take responsibility for their education. Respect is an important virtue, especially in the classroom. From the very start rules and high expectations must be set and agreed upon. By setting a formal agreement, respect can be found between both the teachers and the students. The teacher would effectively manage the class. The teacher would display genuine concern for his/her students and maintain high expectations at all times. Yet for one to receive respect, one must give respect. One complaint that can be heard from most of the students and staff at Kennedy High, is that there is a lack of mutual respect. The lack of respect is found between all members of the Kennedy family. Teachers must be willing to validate feelings expressed by his/her students. Teacher have to acknowledge their students by saying things like, "I understand", "I'm sorry", "Thank you," "You're welcome". Sometimes all a student needs is the notion that someone respects him or her. For example, when a student walks in late to class, the teacher can show them respect, by pulling them to the side and questioning them about their tardiness instead of acting out in a harsh manner and disrupting the flow of the class. When respect is present and it is genuine, it helps enhance the learning environment.

In order to move Kennedy forward, teachers must have more patience with their students. Students find it hard enough to cope with simple things in teenage life; and to have teachers moving on without acknowledging their needs does not make the situation any easier. To illustrate this, take for example a former teacher in the mathematics department. She constantly talked down to her students for not being “quick enough” to learn mathematical concepts that were discussed in class. She had told her students to go to the tutoring center for help, yet she would not write a pass to the center. She skipped over questions asked by her students. On the occasion that she did attempt to answer a question, she failed to address the root of the question. She constantly stated that she didn’t know why her students, “did not understand”; yet she never asked us if we did understand the concept. When a student feels insecure asking a question, they are less likely to ask questions the next time they are in a confusing predicament. This too can alter the atmosphere in the classroom and lead to a lack of eagerness to learn about the subject.

Interaction with students to create working bonds between teachers and students. To make Kennedy a better learning environment, teachers must be willing to work with students one on one. There are some teachers who will not take time out to give students the extra help they need. When students get the notion that their teachers do not care enough to help them, they tend to slack off and are not as productive in class. If more teachers were available to offer help, there would be an abundance of students who were enthused and interested in learning. Teachers can show interest in their students by attending their extracurricular activities. These extracurricular activities can include a wide range of student based functions. If the students feel that their teachers care and have a genuine interest in them, they will be more willing to produce better quality work. To secure a “better” Kennedy, teachers must step up and be willing to spend extra time. With the availability of one on one contact, students will be more prone to seek out help.

An important aspect of a good learning environment is the literal classroom environment. If a student is not comfortable in their class, they are less likely to succeed. Teachers need to make and keep their classrooms comfortable and clean. In one of the J.F.K.’s math classes, the environment does not seem friendly or comfortable. The walls could easily be decorated with interesting artwork and posters that are relevant to math and its history. The “decorations” that are in the class, are neither friendly nor inviting. The desks that we have to sit in are dirty and broken. The desks are dirty with the doodles from previous classes, and broken from years of neglect. Over the summer, new heating systems were installed, but some teacher do not pay be freezing one day and sweltering the next. This makes the room uncomfortable physically and mentally draining on the students,. On the other end of the spectrum, Mrs. Crenshaw’s room is warm, friendly, clean and comfortable. The pictures in the classroom are updated fairly often and are things on would see in a nice place. The floor is rarely littered, and the desks are in good functioning condition and graffiti free. Her class is a very positive and well-suited learning environment. It also helps that she is truly an exceptional teacher. Ms. Wright’s classroom is another fine example of a good learning environment. Her class is set up in a way that encourages interaction and has works of art on the walls that are mentally stimulating. These two classrooms are two of the bet examples at Kennedy of what a little bit of effort from a teacher can do to make their classroom clean and comfortable.

Out school's success depends on consistent student and teacher attendance. However, attending class is a problem for both students and teachers at Kennedy. In order for our school to accomplish anything, we must make a commitment to be at school everyday. Of course situations occur that may require one to be absent. When the teacher is not present, it affects the flow of the class. Learning is an ongoing process, which requires a daily structured routine. The process is seriously halted when teachers are not consistently present at school, Without a consistent, authoritative and caring face present, students' attitude toward learning will indefinitely change. Consistency in teacher attendance at John F. Kennedy is a great concern. While in classes without instructors the students waste time and are not in anyway being challenged by the reoccurring substitute. When a teacher is out "sick" on occasion, there is not much concern raised. Yet, when a teacher is absent for weeks, if not months at a time they halt the delicate learning process. So as for the students, it is also vital that the teachers a Kennedy attend school on a regular and consistent basis.

There are also things that students must do to make Kennedy a "good" learning environment. Not all is relied on the teachers in this process; the students must show some effort also. Students must be willing to learn; especially if the teacher is willing to teach. Kennedy High School is here for the students and if we do not realize that, then we have no starting point. We the students must learn to be grateful for what we have, and quit complaining about the things that we do no have. We must understand that learning is not going to be free after we cross the stage and graduate. We must take advantage of all we have at this point. An effort to learn has to be made because a person will get nowhere, without a good education. The will to set goals for oneself can help to generate a positive and/or good learning environment in itself. If a goal-setting student sets high goals, the populace believes, that students will be less likely to disrupt the class and will do everything in their power to get his/her classmates to behave in the same fashion.

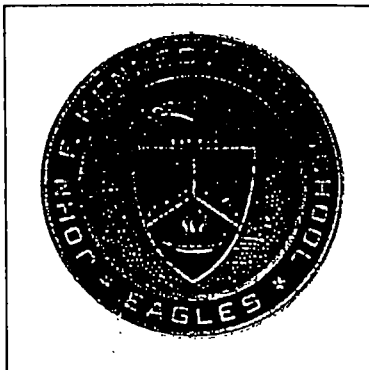
In the case of attendance, students fail to realize how very important it is to their education. Most of the time, or students' absences are for unnecessary reasons. This in turn affects the performance of students in school. A student's grade can dramatically suffer if their attendance in class is inconsistent. For instance, a student can start the quarter with an 'A' in a class. Then throughout the quarter they miss at least two days of class a week. At the end of the quarter their grade would have fallen to a C- or at the least a D+. Students should take time to decide if being absent for a period of time is worth halting their education for that period. If a student knows that they will not be attending class, they should take the responsibility of obtaining the assignments they will miss. Waiting to retrieve their work will effect not only their own progress, but also the whole class flow. It wastes precious teaching time for teachers to stop, gather work for them, and explain the task. They show their instructor that they are serious about their education, they illustrate their organizational skills, and they set an example for the rest of their classmates. If a student wants to set the proper example and express interest in actually gaining the education that their instructors have to offer, it is vital that they attend school regularly.

Students must also respect and be patient with the teachers and staff. If the students have no respect for a teacher, they will not respect his or her rules. When a classroom has no respect for rules nothing will get accomplished. If time is taken to listen and respect what teacher say, students would get more accomplished. In Ms. Wright's class, the aspect of respect helps us things done, and done quickly. Students know what they can and cannot do in class. This is a complete opposite from many classes where the teacher is not thought of highly and or respected, because they don't set rules and high expectations like Ms. Wright. When respect is present and it is genuine, it helps produce a good learning environment. It is a responsibility to do this, even if it means us listening to a boring lecture or speaker. A teacher will not respect us if we do not respect him or her. Also, students need to have patience with their teachers, and understand why the teacher behaves in such a forceful manner towards them. For example, when a teacher such as Ms. Wright gives you drawn out lectures, the student must understand that its for their wellbeing. It might not seem useful at the time, but in the long urn students will be glad that they were so patient with her. Many of her 1999 U.s. History students realized that the information hidden within her lectures aided them while taking the AP exam. We the students must comprehend the fact that were are students in the school; and we have to work with the teachers, not against them.

Finally, in order to have a good learning environment at J.F.K.; students must contribute by taking responsibility for their education. Being responsible consists of being prepared for classes, being on time for classes consistently attending classes, participating in classes and most of all doing all assigned work in classes. An educationally responsible student recognizes the basic things that are needed in an efficient leaning environment. An educationally responsible student will be prone to good behavior, through provoking questions, average or above test scores, high competed work percentage, and little if any disciplinary action. A number of people do not realize how important knowledge is. Yet an educationally responsible student ahas some notion of how important knowledge is to their future. A responsible student knows that knowledge is the key, that key will open many doors; there fore they seek it out and obtain it at all costs.

In closing it can be said that there are some issues that need to be resolved among the students, teachers and staff at John F. Kennedy High School. So we ask you students and teachers of John f. Kennedy High Schlock "What goals should we set?" "What makes our school different form any other?" And "What outcome do we want to see from out efforts to improve our environment?" The thought that needs to be retained is that, we all share a common goal, which is to make our school the best it can be. As long a search party does their part, our common goal can become a phenomenal reality. By working as a family and not as set individual grouped, ewe the John F. Kennedy High School family, can create a "good" learning environment in each and every classroom on our campus. The notion that we must be understood is that separated we cannot achieve this goal, but untied we can and will successfully fulfill this goal.

W.C.C.U.S.D. SCHOOLS REPORT



MISSION STATEMENT OF THE WCCUSD

The mission of the West Contra Costa Unified School District is to provide for all students the highest quality education in a public school setting. Our quality education will encompass and celebrate the diversity of our community and will guarantee equal access for every student. Our schools will provide a secure environment that encompasses the free exchange of ideas and the fostering of creativity and critical thinking. Our classrooms will receive priority in the allocation of our resources. Our classrooms will also exemplify the best in teacher-student relationships.

John F. Kennedy High School

4300 Cutting Boulevard, Richmond, CA 94804 (510) 235-2291

A Message From Our Superintendent

This is an exciting period for all of us who have a stake in the success of our students. Support from all parts of our community -- parents, businesses, nonprofit organizations, local agencies and governments -- continues to increase. Community momentum builds from the growing recognition that we must do whatever it takes to improve the quality of education for our students.

West County voters displayed this spirit by overwhelmingly approving a \$40 million school bond measure last June with a 76 percent yes vote. The school bond measure -- the first to be passed in West County since 1967 -- allows us to build a new middle school in Richmond and fix leaky roofs, resurface playgrounds, replace heating systems and beef up electrical wiring for technology at schools throughout the District over the next few years.

On the academic front, we continue to observe modest signs of progress:

- We have lowered all of our K-3 classrooms to 20 students.
- ITBS (Iowa Test of Basic Skills) scores show our first graders performing at the national average for the first time in the four years that the ITBS has been given. Specific schools showed marked improvement. For example, first graders at Montalvin School in San Pablo scored at the 82nd percentile, compared to the 28th percentile in 1994.
- Our high school students score above the state averages in the percentages of seniors who graduate, who take the SAT and Advanced Placement tests and who go on to the UC system.
- Our dropout rate continues to decline, and the trend of lower student suspensions and reduced weapons incidents continues to hold.
- North Campus High School, Pinole Valley High School and El Cerrito High School have been selected as Leadership Schools by the Bay Area School Reform Collaborative. Each of these schools will receive Hewlett-Annenberg grants.
- Bayview Elementary School received the prestigious Distinguished School Award from the California Department of Education.

But we are far from being satisfied. We have only begun to tackle the business of establishing academic success for all of our students. Growing community support, increased collaborations and the decisive passage of our school bond measure are proof that we have entered a new era of opportunity.

People inside and outside the system are looking for accountability. It's time to ask the tough questions: How well are we meeting the educational needs of our students? Where are we falling short, and what changes must we make to improve? We'll need your input as we ask these questions and as we develop solutions together.

◆ Dr. Herbert M. Cole, Jr.

WASC 16688

The West Contra Costa Unified School District Annual Accountability Report

Introduction and Overview

John F. Kennedy is one of five comprehensive high schools within the West Contra Costa Unified School District. Tracking has been eliminated from the school, and almost all students take courses which prepare them for entrance to a four-year college or university. There are accelerated programs for GATE and other high achieving students. A variety of Advanced Placement and Honors courses are available to students who wish to take them.

Kennedy also has a full range of English as a Second Language (ESL) courses and sheltered classes in CORE curriculum subjects for students whose primary language is other than English. There are also eight special education programs for those students with learning handicaps. Many other programs are in place to assist students and to help JFK accomplish its mission.

Kennedy High School has 195 Limited English Proficient (LEP) students representing 14 languages.

1997-98 ETHNIC DISTRIBUTION (%)

	Kennedy	WCCUSD
Native American	0.43	0.36
Asian	7.47	14.44
African American	65.14	34.87
Filipino	0.76	6.21
Hispanic	23.38	23.63
Pacific Islander	0.22	0.39
Caucasian	2.60	20.08

Mission Statement

The mission of John F. Kennedy High School is to educate our students: to develop in them a sense of responsibility, moral and ethical behavior, creative thinking, decision making and professional and technical skills that will enable them to participate effectively in our community, nation, and world.

Certificated School Staff

A total of 44.4 teachers and 3.8 administrators are employed at Kennedy High School. In addition, there are 2.16 counselors and a full-time librarian. Graduate degrees are possessed by 37.3% of the teaching staff. The regular teaching staff is composed of 47.1% males and 52.9% females. The ethnic breakdown of the professional staff is 2% Native American, 4% Hispanic, 44% African American, and 50% Caucasian.

The table below shows the number of credentialed teachers and those with emergency credentials for the most recent three-year period. There were no teachers working without credentials, and all teachers, with the exception of those with emergency credentials, worked in their subject areas of competence. There are eight staff development days each year.

	97-98	96-97	95-96
Kennedy Credentialed	30.4	31.7	33.6
Kennedy Emergency	14.0	10.0	8.0

Program Description

Kennedy High School shuns the idea of tracking students, and all CORE academic courses, therefore, are considered college preparatory and may be found on the University of California's A to F list. Math and Science are strongly emphasized, with many students taking four years of Science. All are encouraged to take four years of mathematics although only three years are required for graduation.

Since becoming a Digital High School, computer technology abounds at Kennedy. There are three full computer labs, and many classrooms have additional computers for student use. Computers are also available in

the library for student use to facilitate research and to permit students the opportunity to word process their written work.

Overall, there are many computers in the school, and more are being added on a continuous basis through special purchases and donations.

In late 1992 a multi-media center was installed which permits both students and teachers to integrate modern technological advances into every facet of the curriculum.

The school's computers are also networked with other schools and with the West Contra Costa Unified School District central office. Access to the Internet is now established at Kennedy and additional stations are continually being installed. Kennedy's web page may be accessed at <http://www.wccusd.k12.ca.us/kennedy>.

Numerous special programs exist at Kennedy to assist students:

- **Title 1.** This program serves students who live in areas of high poverty. The program is designed to assist students in meeting higher academic standards.
- **Voluntary Integration Program** Kennedy High School is part of the District's Voluntary Integration Program (VIP). The Program's goals are (1) to improve academic performance of students who have been educationally disadvantaged, and (2) to promote cultural inclusion of all students in an equitable, safe, secure and humanistic learning environment. Schools receiving Voluntary Integration funds integrate VIP goals into their School Level Plan. The funds allow schools to establish or complement special programs; purchase, upgrade and maintain

technology equipment and buy additional instructional supplies; or budget personnel costs (for example Outreach Teachers, computer teachers, Class Size Reduction teachers) above the general funds. Teachers, administrators, and other staff receive training and support through the Summer Staff Institute, attendance at conferences, district workshops, and special training funded and coordinated by the Voluntary Integration Program. In addition, the VIP allows the planning and implementation of Human Relations and other student support programs such as mentoring, cultural inclusion programs, and conflict prevention as well as Conflict Mediation training.

- **SPEL.** A mentoring and advocacy program designed to assist African American males. This program is a cooperative effort on the part of the WCCUSD and the NAACP.
- **Safe Futures.** This is another mentoring program whose purpose is to lessen gang participation by Kennedy students.
- **AVID (Advancement Via Individual Determination).** This program was initiated during the 95-96 school year with two groups of tenth grade students. The purpose of AVID is to assist students who are representatives of underrepresented minorities in four-year colleges and universities to meet the entrance requirements of these institutions. This is an especially important program in light of the decline of affirmative action programs in the higher education systems.
- **Teacher Cadet Program.** This program's goal is to encourage students and assist them in getting into the teaching profession. The

students in the program are given numerous opportunities to participate in teaching situations.

- **Special Education.** During the 1996-97 school year, Kennedy housed eight special education programs. These included two Resource Specialist Programs (RSP), four Nonseverely Handicapped (NSH) programs, and two Severely Handicapped (SH) classes. Whenever it is appropriate, special education students are mainstreamed into regular classrooms within the school, and, in some cases, these students are also involved in community learning activities off the school campus.

Kennedy High School also has a comprehensive athletic program for both male and female students. A member of the Alameda/Contra Costa Athletic League, Kennedy won a pennant during the 1996-97 school year in Boys' Soccer. For 1997-98 a Girls' Tennis team will be added to the eighteen existing teams at JFK.

Parent and Community Involvement

Parents and community are involved in many ways at John F. Kennedy High School. There is an active Parent-Teacher-Student Association (PTSA), a School Advisory Committee (SAC), a Bilingual School Advisory Committee (BSAC) and a School Site Council (SSC). These groups serve in an advisory capacity, giving input to the school staff and administration in matters of school climate, school policies and school programs. The School Site Council, composed of students, staff and parents, is also a decision-making body.

A parent room was opened in February of 1995 to provide a gathering place for parents and to

provide a site for disseminating information to parents. During the 1997-98 school year parent education classes met on a regular basis in the parent room as did all of the school advisory groups.

In April of 1996, a day care center for the children of Kennedy students was opened. This project is a good example of the kind of cooperative efforts that can occur between the school and the community. The day care center rooms were remodeled and refurbished through the joint efforts of the WCCUSD Maintenance and Operations Department and the Richmond Rotary Club. The latter group contributed over 100 hours of volunteer time to assure the opening of the center. Many of the renovations were financed by the Richmond YMCA and staffing for the center is provided by the "Y".

The city of Richmond is also an active partner with the school. City officials and city departments cooperate with the school in many of its activities -- providing support, assistance, programs and needed materials. They are currently renovating the swim center which will open in 1999-2000.

Kennedy has collaborative associations with local business and industry, and partnerships with local institutions of higher learning. The latter include the University of California at Berkeley, California State University Hayward, Contra Costa College, and John F. Kennedy University. The relationship with U. C. Berkeley has been particularly fruitful, resulting in numerous Kennedy graduates enrolling at that institution. In the spring of 1996, Kennedy also became one of the schools in the Bay Area that is a part of the Berkeley Pledge

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program. This led to an increase in the availability of tutoring support for students and teacher training to enhance the delivery of instruction. We have since established a City of Richmond/ U. C. collaborative.

Kennedy students and staff engage in outreach programs and cooperative efforts with neighboring schools and with the community of Richmond. During the past school year, they have served as Youth Educators at local junior high/middle schools to inform students about the dangers of substance abuse. They have also cooperated with charitable projects in the community on a regular basis.

District-wide: All West Contra Costa Unified School District schools are identified in the School Based Coordinated Program, which mandates a school site council. Parents serve on each of these councils. Twenty-one of our schools are Title 1 schools and operate with a School Advisory Committee as well as sending a representative to the District Advisory Committee. These committees must consist predominately of parents of Title 1 students. It is further emphasized that Title 1 schools develop a Home School Compact in order to meet the needs of the students.

Schools have organized activities, such as Parent Councils, PTA and PTSA. Teacher/Parent conferences allow parents the opportunity to discuss with teachers the academic success of their children. Parents have the opportunity to visit the child's classrooms (with twenty-four hour notice) to observe programs and activities.

Certificated School Staff
A total of 44.4 credentialed

teachers and 4 administrators are employed at Kennedy High School. In addition, there is 1 counselor and a full-time librarian. Graduate degrees are possessed by 37.3% of the teaching staff. The regular teaching staff is composed of 47.1% males and 52.9% females. The ethnic breakdown of the professional staff is 2% Native American, 4% Hispanic, 44% African American, and 50% Caucasian.

The table below shows the number of credentialed teachers and those with emergency credentials for the most recent three-year period. There were no teachers working without credentials, and all teachers, with the exception of those with emergency credentials, worked in their subject areas of competence. There are eight staff development days each year.

	97-98	96-97	95-96
Kennedy Credentialed	30.4	31.7	33.6
Kennedy Emergency	14.0	10.0	8.0

Transition from School to Career

District-wide: School to Work/ Career seeks to better prepare high school students for college and ultimately careers by linking what is learned in school with what is occurring in industry. School to Career establishes a framework that enables partnerships between educators and employers, parents, labor and community-based organizations and others to develop new learning opportunities.

The goal of the West Contra Costa Unified School District (WCCUSD) School to Career partnership, along with other reform efforts, is to transform WCCUSD into a system of high-performance schools through innovative and long-term partner-

ships with business, higher education and the community in order to motivate and prepare students for success in further education, in the workplace, in community life, and in lifelong learning.

Underway in all five high schools, continuation schools and all alternative education sites, are new structures, programs, and accountability systems being established to connect students to higher standards that lead to high wage, high skill careers. Community colleges, state colleges and universities and the County Office of Education are participating in setting these standards. Local businesses are providing learning opportunities for students to receive hands-on experiences through internships, job shadowing and site visits. Businesses are opening up their doors to teacher interns. Some employers are serving on committees that are revising curriculum emphasizing the importance of industry standards.

For more information on School to Career programs in the 12 county San Francisco Bay Area, visit the web site of the Bay Area School to Career Action Network, BaySCAN at www.bayscan.org. The WCCUSD is also a partner with the Alameda County Office of Education School to Career Partnership, which receives federal dollars for S2C implementation.

Kennedy High School: School to career transition programs at Kennedy include Regional Occupational Programs (ROP), and an expanding collaboration with Contra Costa College which gives Kennedy students the opportunity to take more advanced courses at the College in conjunction with jobs on the campus or in local business and

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industry. They also work with local and city-owned business to develop workplace skills.

Each year, the city of Richmond's Employment and Training Department provides a program called *World of Work* in which students are given information by successful role-models about finding, getting and keeping jobs. A Career Fair that covered several occupations was held at Kennedy in the spring of 1998.

Members of the Kennedy staff are currently designing and developing academic pathways for students. Under consideration are career paths such as medical office, publications, food service, and teaching. A four-year school to career plan will include extensive career awareness activities and a very strong guidance component. Internship opportunities in the community are being developed.

Kennedy students currently participate in job shadowing and mentoring activities, and these opportunities are continually expanding.

Discipline and Climate for Learning

District-wide: The rate of suspensions has continued to decline over the last 5 years. We hope this trend continues. We feel this decline is a result of the efforts of our Human Relations Department working with the schools on conflict mediation and conflict resolution. In classes in the 6th, 7th, and 8th grades, students are taught to be peer counselors and peer mediators, to make proper choices and to seek help when they need it. We have also seen a dramatic decrease in weapons on campus at the secondary level due to the use of metal detectors and student cooperation.

Students Expelled and Suspended and Guns Confiscated in WCCUSD.

	% Expelled	% Suspended	# Guns
1997-98	1.12	12.69	4
1996-97	1.14	13.97	3
1995-96	2.40	12.33	8

Kennedy High School: The school climate is very supportive of both students and staff. Many opportunities have been provided for both groups to receive training which fosters positive interaction. These include self-esteem and leadership training for students provided by the Center for Living Skills. Staff members have had programs on *valuing diversity*, *working with parents*, and *school safety*.

Programs in the school such as AVID, SPEL, Safe Futures, the Skills Center, the Daycare Center, and the array of clubs and activities available all provide support systems for students at risk and furnish routes to academic and social success.

The use of picture ID badges for both student and staff, random metal detectors checks, and a sign-in and screening procedure for visitors are all safety measures which are currently in place. Strategic placement of fencing and consistent monitoring of its state of repair are also a factor in maintaining a safe campus. Nine part-time or full-time security staff members, including two police officers, also contribute greatly to a safe and secure learning environment. The greatest asset to a safe environment is a positive change in student behavior.

The 1997-98 school year saw a significant decline in campus intrusions by outsiders. Thanks

to the presence of trained student leaders, Kennedy students have themselves been able to settle many inter-student conflicts and thus avert physical confrontations through the use of conflict mediation. The addition of a Suspension Alternative Class (SAC) provided both an opportunity to lessen the number of at-home suspensions and the possibility of a more positive form of behavior modification. In addition to fewer suspensions, there were also fewer expulsions, and a significant decline in weapons possession.

Kennedy's two Deans of Students work closely with both students and parents to encourage classroom and campus behavior that is appropriate and conducive to education. Along with Kennedy's Counselor, they monitor student academic progress and attendance, making adjustments in students programs or referrals to alternative programs or outside agencies as needed.

Research shows that school achievement and success correlate closely with school attendance and program completion. Students who have a pattern of attendance problems are referred to the School Attendance Review team. Kennedy High School encourages good attendance by acknowledging students with perfect attendance and by maintaining consistent communication with parents.

Quality of Instruction and Leadership

The 1996-97 school year was a year of self-examination for the Kennedy community. In preparation for a visit by a Western Association of Schools and Colleges (WASC) accreditation team in April, every aspect of the school was studied

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by all of the Kennedy staff and also by student, parent and community representatives. The ensuing self-study and the findings of the WASC visiting committee gave us a clear blueprint for change and improvement in the coming year. During the 1997-98 school year, staff development activities were directed toward improving the delivery of instruction and determining very precisely what students should learn and if they are learning in all curricular areas. A set of expected learning outcomes (shown below) have been developed and will guide our effort:

Kennedy High School students will:

- Take responsibility for their actions,
- Acquire comprehensive knowledge and skills,
- Develop the skills necessary to meet their career goals,
- Learn and demonstrate citizenship,
- Be able to make honest, intelligent decisions,
- Have an understanding and respect for human diversity.

New processes of school governance are also under scrutiny. Means of including all members of the school community in decision making are being studied. In addition a group of Kennedy certificated staff members participated during the school year in workshops designed to facilitate and institutionalize a shared decision-making process within the school.

Instructional Minutes

	Kennedy	Required by Law
Grades 9-12	65,577	64,800

There are 18 modified days and one half day during the school year.

School Facilities and Safety

Kennedy High School provides a safe, clean, cloister-like environment for learning. The school, built in 1965, consists of eight permanent buildings and eleven portable classrooms.

The school has a plan for emergencies such as fire, earthquake, and other disasters which is revised periodically as needed. Special procedures for dealing with intruders on the campus are reviewed annually with the staff, and at least one staff development day each year is devoted to school safety training. Emergency supplies are being obtained to assist in responding adequately to school emergencies. In addition, the school's communication system was completely rewired and upgraded during the summer of 1995.

During the 1997-98 school year, a single entrance at the front of the campus, monitored at all times by security personnel, was established. In 1994-95 the perimeter fencing was improved. Also, the practice of all employees and students carrying and presenting picture-ID badges was fully implemented, and all visitors to the campus are carefully screened and registered.

The campus security staff consists of two police officers, a student supervisor, two full-time site supervisors and four part-time site supervisors. Periodic, random checks with metal detectors help to keep the campus free of weapons. An aggressive policy of graffiti removal keeps the campus free of that unpleasant and demoralizing blight.

With the assistance of Maintenance and Recreation Assessment District Funds

(MRAD) the areas of the school devoted to athletic activities are in the process of being repaired and upgraded.

Attendance and Absence Rates

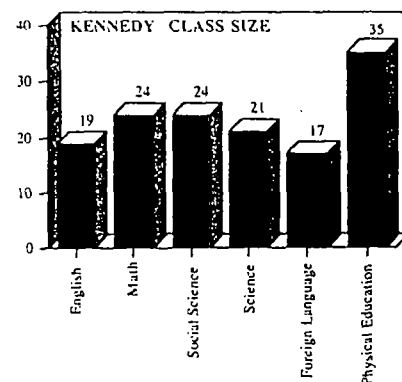
Research shows that school achievement and success correlate closely with school attendance and program completion. Students who have a pattern of attendance problems are referred to the School Attendance Review Team. Kennedy High School encourages attendance by rewarding students with perfect attendance awards as well as by maintaining consistent communication with parents.

ATTENDANCE DATA

	Kennedy
Enrollment	924
Excused Absence Rate (%)	4.12
Unexcused Absence Rate (%)	2.12
Drop Out Rate 1997-98 (%)	3.36
Drop Out Rate 1996-97 (%)	2.31
Drop Out Rate 1995-96 (%)	2.21

Class Size and Teaching Loads

Kennedy's average class size is 23. Shown below are the average class sizes in each subject area.



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Funding Sources

Each school in the West Contra Costa Unified School District, receives reimbursement from the State of California for every student in attendance during an instructional day. Kennedy also receives funding from a wide

variety of sources, including state, federal, and local programs.

In addition to general fund monies, Kennedy has the following sources of income for 1997-98:

Funding Source	Kennedy
Federal	\$157
State	\$398
Local/Other	\$28
TOTAL	\$583

Kennedy High School Course Offerings and Related Services 1997-98

English

English 1,2,3,4
 Honors English 3
 Philosophy / Literature / Advanced Essay
 American Literature
 African-American Literature
 AP Language and Composition
 Oral English

Foreign Language

French 1,2,3
 Honors French 4
 AP French 5
 Spanish 1,2,3
 Honors Spanish 4
 AP Spanish 5

Science

Biology
 AP Biology
 Chemistry
 Conceptual Physics
 AP Physics
 Integrated Science
 AP Environmental Science

Social Science

American Government
 Honors American Government
 Economics
 Leadership
 U.S. History
 AP U.S. History
 World History
 Social Science Survey

Computer Sciences

Computer Science
 Advanced Computer Science
 AP Computer Science
 Keyboard / Computer Literacy

Business/Office Occupations

Typing 1,2
Mathematics
 Algebra 1,2, A, B
 AP Calculus
 Geometry
 Trigonometry
 Math Analysis

Industrial Technology

Auto 1,2
 Advanced Auto
 Drafting 1,2

Regional Occupational Program

Computerized Accounting
 Auto Technology
 Careers with Children
 Computer Applications
 Cosmetology
 Graphics / Printing
 Refinery / Process Plant Operator*
 Word Processing
 Industrial Maintenance Mechanics*
 Video Production

Visual Arts

Advanced Visual Arts
 Basic Art and Design
 Yearbook

Performing Arts

Concert Band
 Jazz Band
 Chorus
 Beginning Dance
 Advanced Dance
 Dance Production
 Theater Arts

Physical Education

Core
 P. E. Conditioning
 Weight Lifting

Special Education

Resource Specialist Program
 Special Day Classes
 Nonseverely Handicapped
 Severely Handicapped
 Designated Instructional Services (DIS)
 Speech / Language Therapy,
 Occupational Therapy,
 Adapted Physical Education, etc.

Bilingual/ESL/Sheltered

Algebra A,B (Sheltered)
 Algebra 1 (Sheltered)
 American Government (Sheltered)
 Conceptual Physics (Sheltered)
 Economics (Sheltered)
 English as a Second Language 1,2,3,4
 ESL / Reading 1,2
 Geometry (Sheltered)
 Integrated Science (Sheltered)
 Social Science Survey (Sheltered)
 U.S. History (Sheltered)
 World History (Sheltered)

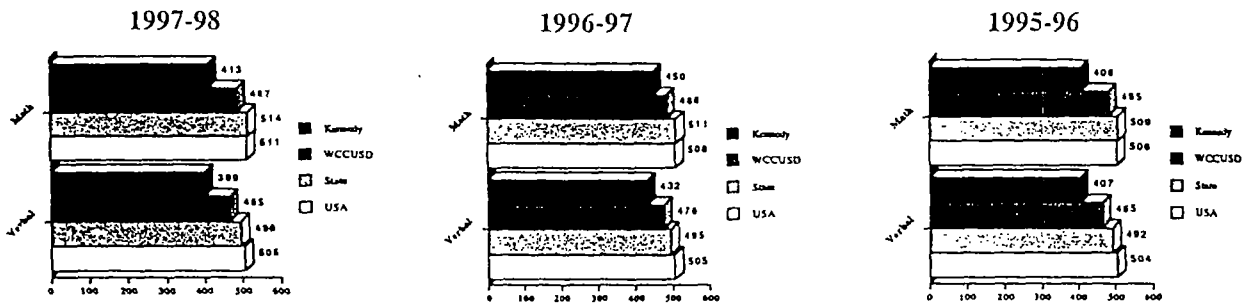
Other Courses

AVID
 Individual Projects
 Peer Tutoring
 SAT Prep (English & Math)
 Teacher Aide
 Teacher Cadet
 Work Experience

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Testing and Evaluation

Average scores for the SAT (Scholastic Achievement Test) are listed below. The scale was recentered by College Boards.



Number (and percentage) of graduating seniors taking the SAT:
 49(43%) 44(32%)

45(36%)

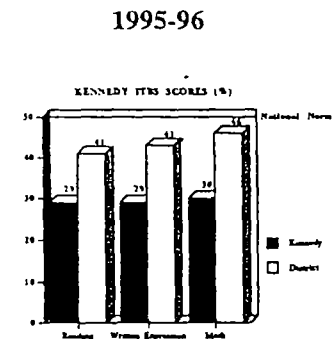
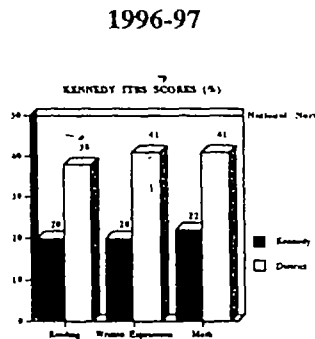
Beginning this year, as part of the State's Standardized Testing and Reporting Program (STAR), all students in California in grades 2-11 took the Stanford Achievement Tests, Edition 9 (SAT9). Prior to this year, WCCUSD students took the Iowa Test of Basic Skills (ITBS). Although three years of data are shown, direct comparisons of national percentile scores on SAT9 and ITBS should not be made. Shown below are 1997-98 average national percentile ranks for Kennedy and the District in reading, language, math, science and social science on SAT9 (grades 9-11). Prior years' average percentiles in reading, written expression and math concepts and problems on ITBS for 10th grade are also shown.

1997-98

SAT9 Test Scores (%ile) for Kennedy (K)* and the District (D)

Gr	Read		Lang		Math		Sci		SS	
	K	D	K	D	K	D	K	D	K	D
9	12	28	24	41	21	40	22	36	22	38
10	13	25	18	30	21	36	22	36	17	32
11	16	30	24	39	19	39	18	36	28	48

*82% of students tested.



Advanced Placement Exams
 In May of each year students enrolled in Advanced Placement (AP) courses take the AP exam which is sponsored by The College Board and given to students all across the nation on the same day. A student who earns a grade of 3 or better on an

AP exam is generally considered qualified to receive credit for the equivalent course at one of the 2,800 colleges and universities that give credit for AP exams.

Kennedy High School students took a total of 4 AP exams. Twenty-two percent of the scores

were 3 or higher. Kennedy students have an opportunity to take Advanced Placement (AP) courses in the following subjects: Language and Composition, Biology, Physics, Environmental Science, U.S. History, Calculus, Computer Science, French, and Spanish.

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Teacher Assignment

All regular classes are staffed with teachers holding the appropriate credentials. Teaching assignments conform with California Education Code requirements, and all teachers have completed requisite course work and have been approved by school board resolution.

Substitute Teachers

The District maintains a list of qualified substitute teachers. Every attempt is made to assign these teachers to classes in which they hold a major or minor degree.

Teacher Evaluation

The primary purpose of evaluation is to improve the educational program, practices, and services within the schools through increased effectiveness of teachers. Just as students receive feedback regarding their performance, tenured teachers are evaluated at least once every two years, and nontenured instructors are evaluated every year. Covered in the evaluation process are student progress, instructional methodology, adherence to District curriculum objectives, proper control, and maintenance of a suitable learning environment.

Support Services

In the 1997-98 school year, the West Contra Costa Unified School District employed a total of 23.85 psychologists. Mandated assessments, DIS counseling services, Hughes Bill evaluations, Section 504 evaluations, and psychology intern supervision were provided by 19.75 psychologists. Categorical Programs (GATE, PIP/EMHI-Mental Health, Nonpublic Schools, Infant-Preschool, Title 1) funded 4.1 psychologists. Also, the district funded 4 school psychology intern positions. Mandated health services (vision and scoliosis screenings, monitoring of immunizations and CHDP 1st grade physical exam compliance) were conducted by 3.0 school nurses, 1.0 audiometrist and 5.0 part-time health aides. Speech/Language Therapy, Occupational Therapy and Adaptive Physical Education services were provided to eligible special education students.

Curriculum and Instruction

Curriculum and instruction are presented from the West Contra Costa Unified School Board adopted CORE course descriptions and textbooks, K-12, using the state frameworks and handbooks as guides for curriculum alignment. Curriculum, articulation between levels and disciplines as well as curriculum updating and developing (district-wide) standards and assessments are major tasks for the Curriculum and Instruction Division of the WCCUSD.

All WCCUSD employees have the opportunity to participate in professional development activities which include support for the CORE curriculum, supplemental programs such as Bilingual Education and GATE, technology, and staff support activities in areas such as school climate, health/wellness, and community outreach.

The employees of WCCUSD are committed to providing a challenging, interesting, and authentic curriculum for all students. Our staff development program facilitates the realization of this goal. Together with community agencies and business partnership programs, our staff is committed to preparing our students for a productive future enriched by lifelong learning habits and skills.

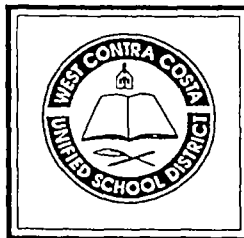
District and Student Expenditures

The West Contra Costa Unified School District spent an average of \$5,084 per student for educational services. Of this amount, \$3,388 is from the revenue limit while the remainder is from other special funding sources. The money is used for teachers, counselors, administrators, classified staff, supplies, utilities, capital outlay, and other expenses except state loan repayment. The District will pay \$84 per student or an average of \$2.6 million per year until 2024 to retire the debts incurred by the previous superintendent and during the governance of a previous Board of Education.

District Salary Comparison to Regional and Statewide Averages of School Districts Enrolling 20,000+ Students (1996-97 Data)

Each year WCCUSD loses employees to neighboring districts which are able to pay higher salaries.

Salary Category	WCCUSD Average Annual	Region Average Annual	State Average Annual
Beginning teacher	\$26,369	\$29,003	\$28,707
Midrange teacher	\$38,145	\$42,664	\$44,725
Highest teacher	\$48,100	\$53,302	\$53,449
Kennedy Principal	\$65,866	NA	\$71,817
District Superintendent	\$120,725	NA	\$122,416
Budget percentage for administrative salaries	4.95%	NA	4.88%
Budget percentage for teacher salaries	39.33%	NA	43.33%



Dr. Herbert M. Cole, Jr., Superintendent

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Adrienne Harris Pitts, Glen Price

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Research and Editing: Anna Blackman, Cathie Kosel
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WASC 16696

John F. Kennedy High School
 MASTER SCHEDULE LISTING
 by Teacher Name, Period, Course ID

02/15/00
 10:04

<u>Section ID</u>	<u>Beg</u>	<u>End</u>	<u>Term</u>	<u>Crs ID</u>	<u>Course Title</u>	<u>Ich</u>	<u>Teacher Name</u>	<u>Room</u>	<u>Credit</u>	<u>Max</u>	<u>Total</u>
0161	01	03	YR	2050R	Acct Comp			Rhs	15.00	10	0
0163	01	01	YR	2070R	Auto Spec			Da	15.00	10	0
0165	01	01	YR	2120R	Cmp Prg Trn			Rhs	15.00	10	0
0167	01	01	YR	2180R	Gpsh Prd Ds			Rhs	15.00	10	0
0176	01	03	YR	2200R	Indust Mech			Jfk	15.00	10	0
0449	04	04	YR	2125R	Cosmetology			Sp	15.00	10	0
0169	01	01	YR	4800	Auto 1	5	Acquistapace	601	5.00	40	31
0171	01	01	YR	4810	Auto 2	5	Acquistapace	601	5.00	40	3
0245	02	02	YR	8000	Art	5	Acquistapace	501	5.00	35	24
0247	02	02	YR	8010	Art Adv[P]	5	Acquistapace	501	5.00	35	1
0355	03	03	YR	8000	Art	5	Acquistapace	501	5.00	35	20
0357	03	03	YR	8010	Art Adv[P]	5	Acquistapace	501	5.00	35	1
0453	04	04	YR	8000	Art	5	Acquistapace	501	5.00	35	24
0455	04	04	YR	8010	Art Adv[P]	5	Acquistapace	501	5.00	35	6
0568	05	05	YR	8000	Art	5	Acquistapace	501	5.00	35	26
0570	05	05	YR	8010	Art Adv[P]	5	Acquistapace	501	5.00	33	3
0637	06	06	YR	8000	Art	5	Acquistapace	501	5.00	35	33
0639	06	06	YR	8010	Art Adv[P]	5	Acquistapace	501	5.00	35	6
0110	01	01	YR	4560	Spnsh 3 [P]	356	Albrizzio	122	5.00	40	29
0210	02	02	YR	4530	Span 1 [P]	356	Albrizzio	122	5.00	35	33
0339	03	03	YR	4530	Span 1 [P]	356	Albrizzio	122	5.00	35	30
0418	04	04	YR	4570	Spnsh 4 [H]	356	Albrizzio	122	5.00	33	9
0420	04	04	YR	4580	Spn 5 Ap H	356	Albrizzio	122	5.00	33	1
0629	06	06	YR	4530	Span 1 [P]	356	Albrizzio	122	5.00	35	29
0905	00	01	S1	9015	Dr Ed-Clsrm	15	Barrett	Saud	2.00	75	0
0164	01	01	YR	9530	Bio Sci Rsp	357	Benes	132	5.00	15	0
0166	01	01	YR	9730	Phys Sc Rsp	357	Benes	132	5.00	15	0
0222	02	02	YR	9660	Math Rsp	357	Benes	132	5.00	15	4
0454	04	04	YR	9660	Math Rsp	357	Benes	132	5.00	15	2
0554	05	05	YR	9590	English Rsp	357	Benes	132	5.00	15	3
0654	06	06	YR	9590	English Rsp	357	Benes	132	5.00	15	2
0190	01	01	YR	6630	Biology [P]	27	Browne, M.	407	5.00	35	21
0271	02	02	YR	6630	Biology [P]	27	Browne, M.	407	5.00	35	17
0377	03	03	YR	6630	Biology [P]	27	Browne, M.	407	5.00	35	26
0442	04	04	YR	6670	Chmstry [P]	27	Browne, M.	407	5.00	30	15
0408	04	04	YR	6880	Physigy [P]	27	Browne, M.	407	5.00	0	0
0510	05	05	YR	6630	Biology [P]	27	Browne, M.	407	5.00	35	27
0310	03	03	YR	5550	A Cndrm						

WASC 16697

<u>Section ID</u>	<u>Req</u>	<u>End</u>	<u>Term</u>	<u>Crs ID</u>	<u>Course Title</u>	<u>Tch</u>	<u>Teacher Name</u>	<u>Room</u>	<u>Credit</u>	<u>Max</u>	<u>Total</u>
0416	04	04	YR	5875	Piano Bgn	373	Byrd	803	5.00	33	17
0522	05	05	YR	5570	Band Adv	373	Byrd	803	5.00	33	2
0524	05	05	YR	5580	Band Beginn	373	Byrd	803	5.00	33	6
0525	05	05	YR	5590	Band Concert	373	Byrd	803	5.00	33	1
0526	05	05	YR	5610	Band Jazz	373	Byrd	803	5.00	33	0
0102	01	01	YR	4230	French 3[P]	33	Cadoux	219	5.00	33	6
0487	02	02	YR	1320	ELD2A ELD2B	33	Cadoux	219	5.00	25	28
0304	03	03	YR	1340	ELD4A ELD4B	33	Cadoux	219	5.00	25	23
0512	05	05	YR	1340	ELD4A ELD4B	33	Cadoux	219	5.00	25	24
0506	05	06	YR	1340	ELD4A ELD4B	33	Cadoux	219	5.00	25	25
0122	01	01	YR	1330	ELD3A ELD3B	317	Calbes	127	5.00	35	25
0322	03	03	YR	1330	ELD3A ELD3B	317	Calbes	127	5.00	35	23
0431	04	04	YR	1353	Eg Sc Lgrd3	317	Calbes	127	5.00	35	29
0542	05	05	YR	1353	Eg Sc Lgrd3	317	Calbes	127	5.00	35	20
0632	06	06	YR	1330	ELD3A ELD3B	317	Calbes	127	5.00	35	21
0133	01	01	YR	6460	Pe Core	37	Campbell	Gym	5.00	50	31
0217	02	02	YR	6460	Pe Core	37	Campbell	Gym	5.00	50	38
0331	03	03	YR	6460	Pe Core	37	Campbell	Gym	5.00	50	47
0523	05	05	YR	6460	Pe Core	37	Campbell	Gym	5.00	50	40
0617	06	06	YR	6450	Pe Conditioning	37	Campbell	Gym	5.00	55	53
0202	02	02	YR	2245R	Med Off Sys	44	Cartwright	208	5.00	25	26
0306	03	03	YR	8110	Dsktp Pblsh	44	Cartwright	208	5.00	30	23
0410	04	04	YR	8110	Dsktp Pblsh	44	Cartwright	208	5.00	25	25
0516	05	05	YR	9035	Tchr Aide	44	Cartwright	208	5.00	0	0
0610	06	06	YR	9035	Tchr Aide	44	Cartwright	208	5.00	0	0
0143	01	01	YR	9030	Off Xpirnce	50	Chance Perry		5.00	10	7
0120	01	01	YR	9035	Tchr Aide	50	Chance Perry		5.00	10	0
0229	02	02	YR	9030	Off Xpirnce	50	Chance Perry		5.00	10	5
0319	03	03	YR	9030	Off Xpirnce	50	Chance Perry		5.00	10	5
0441	04	04	YR	9030	Off Xpirnce	50	Chance Perry		5.00	10	4
0545	05	05	YR	9030	Off Xpirnce	50	Chance Perry		5.00	10	6
0644	06	06	YR	9030	Off Xpirnce	50	Chance Perry		5.00	10	8
0137	01	01	YR	4200	French 1[P]	60	Crenshaw	124	5.00	33	18
0204	02	02	YR	4220	French 2[P]	60	Crenshaw	124	5.00	33	28
0308	03	03	YR	4550	Spnsh 2 [P]	60	Crenshaw	124	5.00	33	27
0429	04	04	YR	4550	Spnsh 2 [P]	60	Crenshaw	124	5.00	33	29
0550	05	05	YR	4200	French 1[P]	60	Crenshaw	124	5.00	33	20

John F. Kennedy High School
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<u>Section ID</u>	<u>Req</u>	<u>End</u>	<u>Term</u>	<u>Crs. ID</u>	<u>Course Title</u>	<u>Tch</u>	<u>Teacher Name</u>	<u>Room</u>	<u>Credit</u>	<u>Max</u>	<u>Total</u>
0104	01	01	YR	1351	Eg Sc Lnr1	70	Darr	120	5.00	25	20
0206	02	02	YR	1310	ELD1A ELD1B	70	Darr	120	5.00	25	20
0412	04	04	YR	1352	Eg Sc Lgrd2	70	Darr	120	5.00	25	30
0518	05	05	YR	1310	ELD1A ELD1B	70	Darr	120	5.00	25	24
0663	06	06	YR	1351	Eg Sc Lnr1	70	Darr	120	5.00	25	25
0118	01	01	YR	6460	Pe Core	355	Eaglin	Gym	5.00	50	34
0219	02	02	YR	6460	Pe Core	355	Eaglin	Gym	5.00	50	37
0318	03	03	YR	6460	Pe Core	355	Eaglin	Gym	5.00	50	49
0414	04	04	YR	6460	Pe Core	355	Eaglin	Gym	5.00	50	50
0532	05	05	YR	6460	Pe Core	355	Eaglin	Gym	5.00	50	44
0153	01	01	YR	3490	Eng 1 [P]	371	Ellis	220	5.00	22	16
0231	02	02	YR	3490	Eng 1 [P]	371	Ellis	220	5.00	22	17
0422	04	04	YR	3490	Eng 1 [P]	371	Ellis	220	5.00	22	20
0527	05	05	YR	3490	Eng 1 [P]	371	Ellis	220	5.00	22	18
0638	06	06	YR	3490	Eng 1 [P]	371	Ellis	220	5.00	22	23
0259	02	02	YR	7270	Am Gvrmt[H]	80	Enos	212	5.00	33	25
0365	03	03	S1	7280	Am Gvrmt[P]	80	Enos	212	5.00	35	30
0367	03	03	S2	7400	Economics[P]	80	Enos	212	5.00	33	32
0467	04	04	S1	7280	Am Gvrmt[P]	80	Enos	212	5.00	35	23
0469	04	04	S2	7400	Economics[P]	80	Enos	212	5.00	33	22
0561	05	05	S1	7280	Am Gvrmt[P]	80	Enos	212	5.00	35	32
0563	05	05	S2	7400	Economics[P]	80	Enos	212	5.00	33	32
0136	01	01	YR	6670	Chemstry [P]	85	Ervin	406	5.00	35	31
0208	02	02	YR	6670	Chemstry [P]	85	Ervin	406	5.00	35	24
0305	03	03	YR	6670	Chemstry [P]	85	Ervin	406	5.00	35	24
0438	04	04	YR	663009	Biology (P)	85	Ervin	406	5.00	30	14
0640	06	06	YR	6670	Chemstry (P)	85	Ervin	406	5.00	35	27
0267	02	02	YR	7505	Soc Sci Srv	330	Farr	125	5.00	35	28
0373	03	03	YR	7505	Soc Sci Srv	330	Farr	125	5.00	35	29
0475	04	04	YR	7505	Soc Sci Srv	330	Farr	125	5.00	35	30
0569	05	05	YR	7505	Soc Sci Srv	330	Farr	125	5.00	35	36
0655	06	06	YR	7505	Soc Sci Srv	330	Farr	125	5.00	35	34
0131	01	01	YR	6460	Pe Core	95	Felix	Gym	5.00	50	39
0215	02	02	YR	6460	Pe Core	95	Felix	Gym	5.00	50	36
0323	03	03	YR	5430	Dance	95	Felix	Gym	5.00	40	28
0325	03	03	YR	5440	Dnce Adv	95	Felix	Gym	5.00	35	2
0327	03	03	YR	5460	Dnce Prd[P]	95	Felix	Gym	5.00	35	0
0427	04	04	YR	6490	Pe IN Spts	95	Felix	Gym	5.00	45	36

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by Teacher Name, Period, Course ID

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0220	01	01	YR	3040	Comptr Sci[P]	361	Goodman	207	5.00	20	15
0352	01	01	YR	3105	Kbd/Cmp Lit	361	Goodman	207	5.00	11	9
0225	02	02	YR	3105	Kbd/Cmp Lit	361	Goodman	207	5.00	15	23
0138	04	04	YR	3105	Kbd/Cmp Lit	361	Goodman	207	5.00	26	24
0533	05	05	YR	3105	Kbd/Cmp Lit	361	Goodman	207	5.00	28	25
0330	06	06	YR	3105	Kbd/Cmp Lit	361	Goodman	207	5.00	26	25
0106	01	01	YR	1518	Alg 1 Sl[P]	240	Gray	909	5.00	30	18
0287	02	02	YR	1518	Alg 1 Sl[P]	240	Gray	909	5.00	30	17
0332	03	03	YR	1515	Alg A Sl	240	Gray	909	5.00	22	21
0437	04	04	YR	5150	Algebra A	240	Gray	909	5.00	22	20
0549	05	05	YR	1515	Alg A Sl	240	Gray	909	5.00	22	22
0141	06	06	YR	5150	Algebra A	240	Gray	909	5.00	25	18
0139	01	01	YR	5150	Algebra A	363	Haritatos	201	5.00	22	17
0333	03	03	YR	5150	Algebra A	363	Haritatos	201	5.00	22	21
0459	04	04	YR	5100	Alg 1 [P]	363	Haritatos	201	5.00	35	27
0548	05	05	YR	5150	Algebra A	363	Haritatos	201	5.00	22	14
0604	06	06	YR	5150	Algebra A	363	Haritatos	201	5.00	22	20
0145	01	01	YR	7390	Economics	369	HEXOM	KAPPA	5.00	5	1
0107	01	01	YR	9520	Bio Sci Nsh	120	Horne	216	5.00	15	3
0108	01	01	YR	9720	Phys Sc Nsh	120	Horne	216	5.00	20	16
0203	02	02	YR	9580	English Nsh	120	Horne	216	5.00	15	13
0312	03	03	YR	9580	English Nsh	120	Horne	216	5.00	15	15
0505	05	05	YR	9580	English Nsh	120	Horne	216	5.00	15	8
0503	06	06	YR	9580	English Nsh	120	Horne	216	5.00	15	12
0128	01	01	YR	3490	Eng 1 [P]	335	Houston	605	5.00	22	14
0221	02	02	YR	3510	Eng 2 [P]	335	Houston	605	5.00	35	33
0326	03	03	YR	3510	Eng 2 [P]	335	Houston	605	5.00	35	30
0439	04	04	YR	3490	Eng 1 [P]	335	Houston	605	5.00	22	20
0618	06	06	YR	3560	Eng 4 [P]	335	Houston	605	5.00	35	25
0207	02	02	YR	9650	Math Nsh	125	Johnson	217	5.00	20	16
0315	03	03	YR	9650	Math Nsh	125	Johnson	217	5.00	20	16
0403	04	04	YR	9520	Bio Sci Nsh	125	Johnson	217	5.00	15	8
0415	04	04	YR	9720	Phys Sc Nsh	125	Johnson	217	5.00	15	9
0509	05	05	YR	9650	Math Nsh	125	Johnson	217	5.00	20	15
0615	06	06	YR	9840	Voc Ed Nsh	125	Johnson	217	5.00	15	0
0614	06	06	YR	9840	Voc Ed Nsh	125	Johnson	217	5.00	15	0

<u>Section ID</u>	<u>Beg</u>	<u>End</u>	<u>Term</u>	<u>Crs ID</u>	<u>Course Title</u>	<u>Tch</u>	<u>Teacher Name</u>	<u>Room</u>	<u>Credit</u>	<u>Max</u>	<u>Total</u>
0347	02	02	YR	3530	Eng 3 [H]	354	Jones	604	5.00	35	30
0237	03	03	YR	3600	En Ap Lng H	354	Jones	604	5.00	35	34
0445	04	04	YR	3540	Eng 3 [P]	354	Jones	604	5.00	35	31
0543	05	05	YR	3540	Eng 3 [P]	354	Jones	604	5.00	35	27
0631	06	06	YR	3540	Eng 3 [P]	354	Jones	604	5.00	35	33
0101	01	01	YR	5150	Algebra A	374	Kamara	202	5.00	22	17
0228	02	02	YR	5150	Algebra A	374	Kamara	202	5.00	22	13
0302	03	03	YR	5100	Alg 1 [P]	374	Kamara	202	5.00	22	19
0406	04	04	YR	5150	Algebra A	374	Kamara	202	5.00	22	16
0508	05	05	YR	5150	Algebra A	374	Kamara	202	5.00	22	15
0154	01	01	YR	1785	W His Sl[P]	140	Kleiman	209	5.00	25	24
0283	02	02	YR	1785	W His Sl[P]	140	Kleiman	209	5.00	25	22
0583	03	03	S1	1727	Am Gv Sl[P]	140	Kleiman	209	5.00	28	27
0585	03	03	S2	1737	Econ Sl [P]	140	Kleiman	209	5.00	28	27
0616	04	04	YR	3670	Jrnalism 1	140	Kleiman	209	5.00	0	0
0387	05	05	YR	1755	Us His Sl P	140	Kleiman	209	5.00	28	21
0493	06	06	YR	1755	Us His Sl P	140	Kleiman	209	5.00	28	25
0699	06	06	YR	6865	Phscs Con P	145	Knight	407	5.00	0	0
0113	01	01	YR	9590	English Rsp	352	Lemone	131	5.00	15	12
0205	02	02	YR	9590	English Rsp	352	Lemone	131	5.00	15	8
0409	04	04	YR	9660	Math Rsp	352	Lemone	131	5.00	15	14
0511	05	05	YR	9660	Math Rsp	352	Lemone	131	5.00	15	10
0605	06	06	YR	9590	English Rsp	352	Lemone	131	5.00	15	12
0212	01	01	S2	3410	Am Lit A[P]	155	Lett	604	5.00	0	0
0214	01	01	S1	3460	Af Am Lt[P]	155	Lett	604	5.00	35	17
0404	03	03	YR	3105	Kbd/Cmp Lit	155	Lett	206	5.00	0	0
0424	04	04	YR	8360	Yearbook	155	Lett	206	5.00	25	20
0520	05	05	YR	3010	Cmptr App	155	Lett	206	5.00	30	12
0636	06	06	YR	3010	Cmptr App	155	Lett	206	5.00	30	11
0140	01	01	YR	6865	Phscs Con P	333	Liang	404	5.00	33	24
0224	02	02	YR	6620	Bio Marn[P]	333	Liang	404	5.00	32	5
0334	03	03	YR	6865	Phscs Con P	333	Liang	404	5.00	33	18
0575	05	05	YR	6865	Phscs Con P	333	Liang	402	5.00	33	28
0619	06	06	YR	1647	Bio Sl [P]	333	Liang	404	5.00	30	20
0103	01	01	S1	9500	Am Gov Nsh	215	Louie	128	5.00	20	1
0111	01	01	S2	9575	Econ Nsh	215	Louie	128	5.00	25	1
0123	01	01	YR	9500	Am Gov Nsh	215	Louie	128	5.00	25	1

John F Kennedy High School
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<u>Section ID</u>	<u>Seq</u>	<u>End</u>	<u>Term</u>	<u>Crs ID</u>	<u>Course Title</u>	<u>Tch</u>	<u>Teacher Name</u>	<u>Room</u>	<u>Credit</u>	<u>Max</u>	<u>Total</u>
C125	01	01	YR	9837	So Sc S Nsh	215	Louie	128	5.00	20	6
C129	01	01	YR	9900	Wld His Nsh	215	Louie	128	5.00	15	5
C303	03	03	S1	9500	Am Gov Nsh	215	Louie	128	5.00	20	3
C309	03	03	S2	9576	Econ Nsh	215	Louie	128	5.00	25	1
C317	03	03	YR	9820	Us His Nsh	215	Louie	128	5.00	20	1
C356	03	03	YR	9837	So Sc S Nsh	215	Louie	128	5.00	15	4
C321	03	03	YR	9900	Wld His Nsh	215	Louie	128	5.00	15	5
C391	04	04	S1	9500	Am Gov Nsh	215	Louie	128	5.00	20	4
C405	04	04	S2	9576	Econ Nsh	215	Louie	128	5.00	25	3
C417	04	04	YR	9820	Us His Nsh	215	Louie	128	5.00	20	4
C419	04	04	YR	9837	So Sc S Nsh	215	Louie	128	5.00	20	6
C421	04	04	YR	9900	Wld His Nsh	215	Louie	128	5.00	20	3
C591	05	05	S1	9500	Am Gov Nsh	215	Louie	128	5.00	20	0
C593	05	05	S2	9576	Econ Nsh	215	Louie	128	5.00	25	0
C515	05	05	YR	9820	Us His Nsh	215	Louie	128	5.00	20	2
C517	05	05	YR	9837	So Sc S Nsh	215	Louie	128	5.00	20	3
C519	05	05	YR	9900	Wld His Nsh	215	Louie	128	5.00	20	4
C608	06	06	YR	9520	Bio Sci Nsh	215	Louie	128	5.00	15	12
C637	06	06	YR	972011	Phys Sc Nsh	215	Louie	128	5.00	20	1
01-2	01	01	YR	006777	Int Sci-P (P)	350	Maahs	403	5.00	28	25
02-2	02	02	YR	006777	Int Sci-P (P)	350	Maahs	403	5.00	25	18
04-3	04	04	YR	1617	Cn Ph S(P)	350	Maahs	403	5.00	25	24
05-1	05	05	YR	1665	Int Sci-P S1	350	Maahs	403	5.00	25	25
06-3	06	06	YR	1617	Cn Ph S(P)	350	Maahs	403	5.00	25	21
05-0	04	04	YR	2257	Multimedia	316	Mason	500	5.00	0	0
05-7	05	05	YR	2253R	Radio Brdcs	316	Mason	500	5.00	36	17
05-5	05	06	YR	2253R	Radio Brdcs	316	Mason	500	5.00	36	19
01-4	02	02	YR	3490	Eng 1 (P)	343	McDonald	123	5.00	22	14
03-4	03	03	YR	3490	Eng 1 (P)	343	McDonald	123	5.00	22	22
05-2	04	04	YR	3630	Eng/Read	343	McDonald	123	5.00	25	11
05-2	05	05	YR	3630	Eng/Read	343	McDonald	123	5.00	25	12
05-4	06	06	YR	3630	Eng/Read	343	McDonald	123	5.00	25	13
06-7	01	01	YR	7505	Soc Sci Srv	372	O'Brien	132	5.00	35	26
01-1	01	01	YR	9820	Us His Nsh	78	O'Brien	214	5.00	20	1
01-2	01	01	YR	9837	So Sc S Nsh	78	O'Brien	214	5.00	15	6
01-7	01	01	YR	9900	Wld His Nsh	78	O'Brien	214	5.00	20	5
04-0	02	02	YR	7505	Soc Sci Srv	372	O'Brien	132	5.00	35	24

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<u>Section ID</u>	<u>Seq</u>	<u>End</u>	<u>Term</u>	<u>Crs. ID</u>	<u>Course Title</u>	<u>Tch</u>	<u>Teacher Name</u>	<u>Room</u>	<u>Credit</u>	<u>Max</u>	<u>Total</u>
0201	02	02	YR	9580	English Nsh	78	O'Brien	214	5.00	20	14
0407	04	04	YR	9650	Math Nsh	78	O'Brien	214	5.00	20	10
0514	05	05	YR	9520	Bio Sci Nsh	78	O'Brien	214	5.00	15	3
0513	05	05	YR	972022	Phys Sc Nsh	78	O'Brien	214	5.00	20	3
0105	05	06	S1	9500	Am Gov Nsh	78	O'Brien	214	5.00	20	1
0109	05	06	S2	9576	Econ Nsh	78	O'Brien	214	5.00	20	0
0119	01	01	YR	9660	Math Rsp	175	O'Keefe	130	5.00	15	9
0209	02	02	YR	9660	Math Rsp	175	O'Keefe	130	5.00	15	16
0313	03	03	YR	9590	English Rsp	175	O'Keefe	130	5.00	15	6
0507	05	05	YR	9590	English Rsp	175	O'Keefe	130	5.00	15	12
0601	06	06	YR	9530	Bio Sci Rsp	175	O'Keefe	130	5.00	15	4
0609	06	06	YR	9730	Phys Sc Rsp	175	O'Keefe	130	5.00	15	2
0114	01	01	YR	5110	Al 2/Trg[P]	321	Obradovic	210	5.00	30	27
0216	02	02	YR	5110	Al 2/Trg[P]	321	Obradovic	210	5.00	30	21
0427	04	04	YR	5110	Al 2/Trg[P]	321	Obradovic	210	5.00	30	18
0529	05	05	YR	5140	Cicls Ap[H]	321	Obradovic	210	5.00	35	13
0528	05	06	YR	5240	Mth Anls[H]	321	Obradovic	210	5.00	35	22
0175	01	01	YR	5100	Alg 1 [P]	182	Pacheco	200	5.00	35	31
0435	02	02	YR	1515	Alg A SI	182	Pacheco	200	5.00	22	25
0311	03	03	YR	5100	Alg 1 [P]	182	Pacheco	200	5.00	35	31
0426	04	04	YR	1527	Geom SI [P]	182	Pacheco	200	5.00	25	19
0230	05	05	YR	1527	Geom SI [P]	182	Pacheco	200	5.00	25	17
0641	06	06	YR	5100	Alg 1 [P]	182	Pacheco	200	5.00	35	24
0157	01	01	YR	3210	Theater 1	180	Patterson	213	5.00	40	35
0159	01	01	YR	3220	Theater 2	180	Patterson	213	5.00	20	5
0345	03	03	YR	3510	Eng 2 [P]	180	Patterson	213	5.00	35	29
0443	04	04	YR	3510	Eng 2 [P]	180	Patterson	213	5.00	35	34
0541	05	05	YR	3510	Eng 2 [P]	180	Patterson	213	5.00	35	31
0630	06	06	YR	3510	Eng 2 [P]	180	Patterson	213	5.00	35	33
0116	01	01	YR	7590	Wrld Hst[P]	185	Pollock	910	5.00	33	30
0620	02	02	YR	7590	Wrld Hst[P]	185	Pollock	910	5.00	33	27
0314	03	03	YR	7590	Wrld Hst[P]	185	Pollock	910	5.00	33	28
0444	04	04	YR	7590	Wrld Hst[P]	185	Pollock	910	5.00	33	27
0534	05	05	YR	7560	Us His [P]	185	Pollock	910	5.00	35	28
0622	06	06	YR	7560	Us His [P]	185	Pollock	910	5.00	33	27
0506	05	05	YR	3045	Wk Xprn Gen	340	Romeo	106	5.00	25	0
0602	06	06	YR	3045	Wk Xprn Gen	340	Romeo	106	5.00	25	0

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0112	01	01	YR	1665	Int Sci-P SI	344	Shatney	408	5.00	25	22
0285	02	02	YR	1665	Int Sci-P SI	344	Shatney	408	5.00	25	19
0390	03	03	YR	1665	Int Sci-P SI	344	Shatney	408	5.00	25	22
0481	04	04	YR	0865	Phscs Con P	344	Shatney	408	5.00	33	30
0553	05	05	YR	5290	Prbblly [P]	344	Shatney	408	5.00	20	14
0646	06	06	YR	006777	Int Sci-P [P]	344	Shatney	408	5.00	28	26
0149	01	01	YR	3560	Eng 4 [P]	318	Sipe	126	5.00	35	31
0301	03	03	YR	3490	Eng 1 [P]	318	Sipe	126	5.00	22	19
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0531	05	05	YR	3490	Eng 1 [P]	318	Sipe	126	5.00	22	21
0633	06	06	YR	9039	Avid	318	Sipe	126	5.00	33	19
0189	01	01	YR	7505	Soc Sci Srv	213	Soong	129	5.00	35	29
0265	02	02	YR	7505	Soc Sci Srv	213	Soong	129	5.00	35	25
0473	04	04	YR	7505	Soc Sci Srv	213	Soong	129	5.00	35	31
0536	05	05	YR	1785	W His Sl[P]	213	Soong	129	5.00	25	21
0623	06	06	YR	1785	W His Sl[P]	213	Soong	129	5.00	25	21
0115	01	01	YR	3490	Eng 1 [P]	336	Southard	504	5.00	22	12
0211	02	02	YR	3490	Eng 1 [P]	336	Southard	504	5.00	22	16
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0135	01	01	YR	6460	Pe Core	210	Stephens	Gym	5.00	50	33
0329	03	03	YR	6460	Pe Core	210	Stephens	Gym	5.00	50	43
0425	04	04	YR	6460	Pe Core	210	Stephens	Gym	5.00	50	51
0521	05	05	YR	6460	Pe Core	210	Stephens	Gym	5.00	50	43
0552	05	05	YR	9035	Tchr Aide	210	Stephens	Gym	5.00	3	1
0625	06	06	YR	6460	Pe Core	210	Stephens	Gym	5.00	50	46
0117	01	01	YR	9645	Ind Lv Sk 1	212	Strobel	507	5.00	15	8
0213	02	02	YR	9860	Voc Ed Sh	212	Strobel	507	5.00	15	9
0307	03	03	YR	9570	Dy Lv Sk Sh	212	Strobel	507	5.00	15	9
0413	04	04	YR	9710	Pr Cr Sk Sh	212	Strobel	507	5.00	15	9
0537	05	05	YR	6400	Adaptive Pe	212	Strobel	507	5.00	15	6
0613	06	06	YR	9800	Rc Lv Sk Sh	212	Strobel	507	5.00	15	9
0134	05	06	YR	009903	Apprentishp Acade	303	Teacher D	600	5.00	40	0
0218	02	02	YR	006777	Int Sci-P [P]	223	Tolentino	409	5.00	28	25
0316	03	03	YR	006777	Int Sci-P [P]	223	Tolentino	409	5.00	28	26

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John F. Kennedy High School
MASTER SCHEDULE LISTING
 by Teacher Name, Period, Course ID

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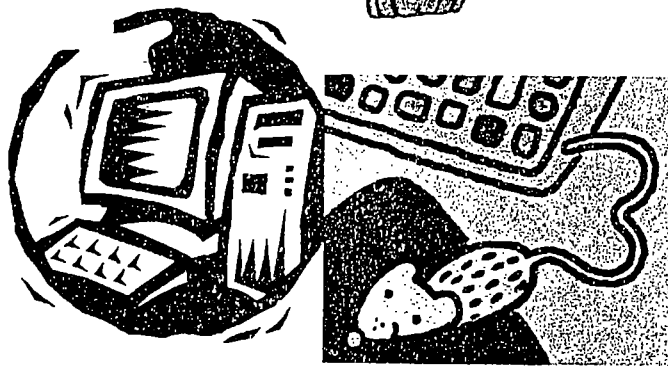
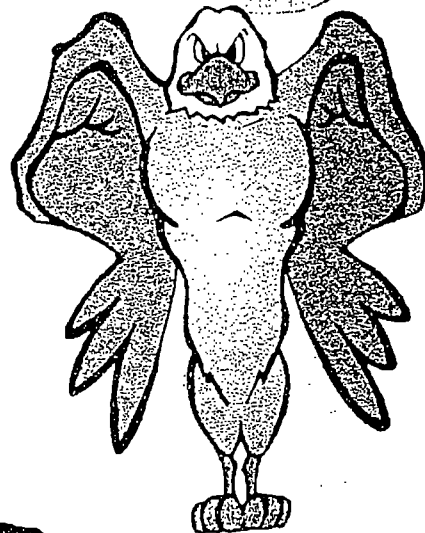
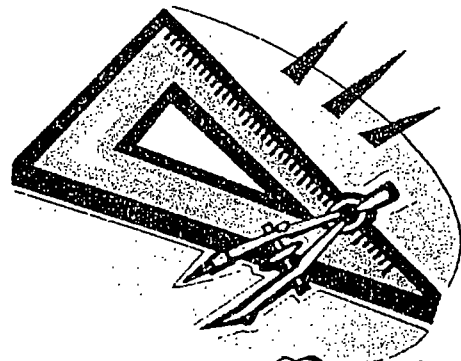
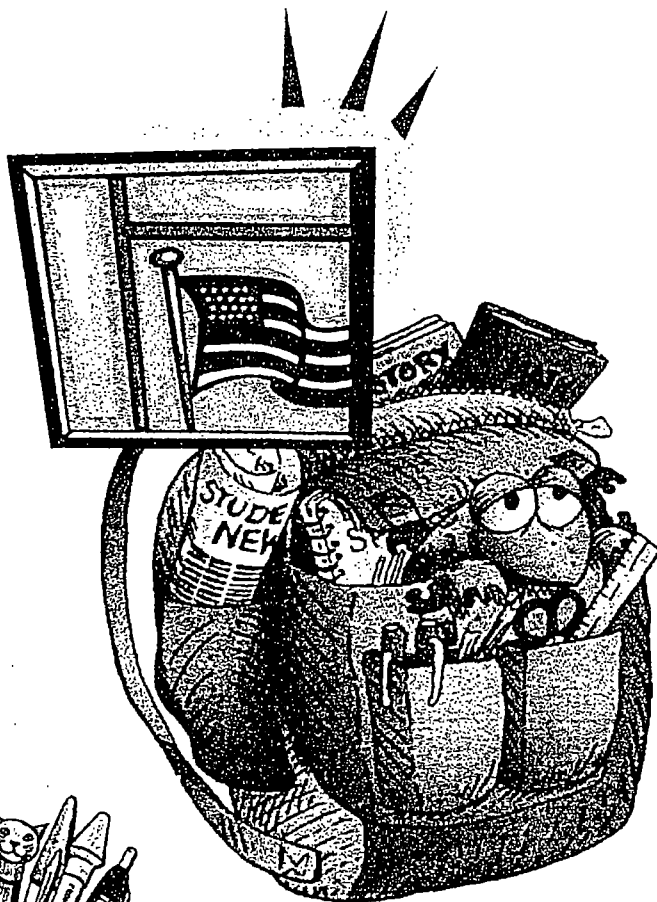
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<u>Section ID</u>	<u>Req</u>	<u>End</u>	<u>Term</u>	<u>Crs ID</u>	<u>Course Title</u>	<u>Tch</u>	<u>Teacher Name</u>	<u>Room</u>	<u>Credit</u>	<u>Class</u>	<u>Total</u>
0428	04	04	YR	006777	Int Sci-P [P]	223	Tolentino	409	5.00	28	28
0538	05	05	YR	006777	Int Sci-P [P]	223	Tolentino	409	5.00	28	26
0526	06	05	YR	006777	Int Sci-P [P]	223	Tolentino	409	5.00	28	22
0158	01	01	YR	1435	Sc Si Sr SI	360	Walker	218	5.00	25	21
0291	02	02	YR	1435	Sc Si Sr SI	360	Walker	218	5.00	25	26
0393	03	03	YR	1435	Sc Si Sr SI	360	Walker	218	5.00	25	23
0581	05	05	YR	1353	Eg Sc Lgrd3	360	Walker	218	5.00	25	20
0521	05	05	YR	1435	Sc Si Sr SI	360	Walker	218	5.00	25	26
0155	01	01	YR	6860	Physcs Ap H	367	Wallman	908	5.00	30	3
0195	01	01	YR	6870	Physics [P]	367	Wallman	908	5.00	30	6
0530	02	02	YR	5100	Alg 1 [P]	367	Wallman	908	5.00	35	28
0320	03	03	YR	5180	Geom [P]	367	Wallman	908	5.00	33	20
0540	05	05	YR	5180	Geom [P]	367	Wallman	908	5.00	33	25
0612	06	06	YR	5180	Geom [P]	367	Wallman	908	5.00	33	21
0132	01	01	YR	1617	Cn Ph Sl[P]	334	Wayman	405	5.00	25	20
0191	02	02	YR	6865	Phscs Con P	334	Wayman	405	5.00	33	25
0328	03	03	YR	1617	Cn Ph Sl[P]	334	Wayman	405	5.00	25	15
0546	05	05	YR	006777	Int Sci-P [P]	334	Wayman	405	5.00	28	24
0542	06	06	YR	006777	Int Sci-P [P]	334	Wayman	405	5.00	28	21
0130	01	01	YR	5180	Geom [P]	359	Wetzel	203	5.00	33	23
0223	02	02	YR	5180	Geom [P]	359	Wetzel	203	5.00	33	25
0336	03	03	YR	5150	Algebra A	359	Wetzel	203	5.00	0	0
0434	04	04	YR	5180	Geom [P]	359	Wetzel	203	5.00	33	27
0539	05	05	YR	5180	Geom [P]	359	Wetzel	203	5.00	33	32
0628	06	06	YR	5180	Geom [P]	359	Wetzel	203	5.00	33	29
0165	01	01	YR	7590	Wrlid Hst[P]	358	Wexler	211	5.00	35	30
0263	02	02	YR	7590	Wrlid Hst[P]	358	Wexler	211	5.00	35	27
0433	04	04	YR	3320	Skills Lving	358	Wexler	211	5.00	30	16
0544	05	05	YR	3320	Skills Lving	358	Wexler	211	5.00	30	24
0534	06	06	YR	3320	Skills Lving	358	Wexler	211	5.00	30	16
0144	01	01	YR	5100	Alg 1 [P]	368	Wilson	907	5.00	35	19
0338	03	03	YR	5100	Alg 1 [P]	368	Wilson	907	5.00	35	26
0432	04	04	YR	9005	Career Guid	368	Wilson	907	5.00	25	16
0535	05	05	YR	9005	Career Guid	368	Wilson	907	5.00	25	16
0524	06	06	YR	9005	Career Guid	368	Wilson	907	5.00	25	17
0511	00	00	YR	7460	Leadership	245	Wright	215	5.00	50	47
0123	01	01	YR	7560	U.S. His [P]	245	Wright	215	5.00	50	51

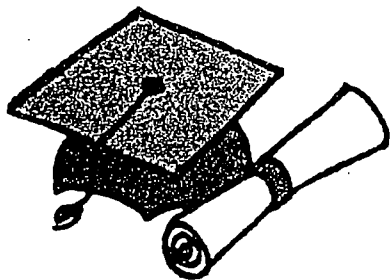
WASC 16705

John F. Kennedy High School
MASTER SCHEDULE LISTING
by Teacher Name, Period, Course ID

<u>Section ID</u>	<u>Beg</u>	<u>End</u>	<u>Term</u>	<u>Crs ID</u>	<u>Course Title</u>	<u>Tch</u>	<u>Teacher Name</u>	<u>Room</u>	<u>Credit</u>	<u>Max</u>	<u>Total</u>
0471	02	02	YR	7560	Us His (P)	245	Wright	215	5.00	35	28
0369	03	03	YR	7560	Us His (P)	245	Wright	215	5.00	35	22
0261	04	04	YE	7550	Us His Ap H	245	Wright	215	5.00	40	15
Grand Tot										9.123	6.036



John F. Kennedy High School Student Handbook 1999-00



LIFE SKILLS

INTEGRITY:	To conduct oneself according to a sense of what is right and wrong.
INITIATIVE:	To do something because it needs to be done.
FLEXIBILITY:	The ability to alter plans when necessary.
PERSEVERANCE:	To continue in spite of difficulties.
ORGANIZATION:	To plan, arrange, and implement in an orderly way; to keep things in an orderly, readily-usable way.
SENSE OF HUMOR:	To laugh and be playful without hurting others.
EFFORT:	To try your hardest.
COMMON SENSE:	To use good judgment.
PROBLEM SOLVING:	To seek solutions in difficult situations and everyday problems.
RESPONSIBILITY:	To respond when appropriate, to be accountable for your actions.
PATIENCE:	To wait calmly for someone or something.
FRIENDSHIP:	To make and keep a friend through mutual trust and caring.
CURIOSITY:	A desire to learn or know about one's world.
COOPERATION:	To work together toward a common goal or purpose.
CARING:	To feel concern for others.

John F. Kennedy High Student Handbook
1999-2000

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Parent Complaint Form	
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District Calendar.....	Inside back cover
Student Fee List	Inside back cover
Alma Mater	Outside back cover

Message from the Principal . . .

Dear Students,

Welcome to the 1999-2000 school year. You've made the best of all choices by choosing to be a John F. Kennedy Eagle. In making that choice, you now have access to some of the finest teachers, coaches, and friends in the state. How well you make use of these teachers and facilities will determine your level of success.

This student handbook contains information that you will need as you begin the year. Take the time to read it and share it with your parents. Feel free to speak with any teachers or administrators if you have questions.

Think Success !!

Sincerely,

A handwritten signature in cursive script that reads "Rosalyn Morgan-Upshaw". The signature is written in dark ink and is positioned above the printed name.

*Rosalyn Morgan-Upshaw
Principal*

Mission Statement

The mission of John K. Kennedy High School is to educate our students: to develop a sense of responsibility, moral and ethical behavior, creative thinking, decision making, and professional and technical skills that will enable them to participate effectively in our community, nation, and world.



FACULTY AND STAFF - *Who To Contact*

Principal
Rosalyn Morgan-
Upshaw

The principal is in charge of the entire school. He or she must attend to matters pertaining to policies, public relations, certificated and non-certificated personnel, and orders for materials and services. The Principal meets monthly with the entire faculty and at intervals with other groups (including students, parents, advisory groups, and interested community members) to have dialogue about school programs, policies, climate and safety.

Vice Principal
Gladys Chance-
Perry

The vice-principal is in charge of the school in the absence of the Principal. He or she is responsible for all student activities, student government, and athletic events. He or she is also responsible for curricula matters, the master schedule, substitute teachers, student teachers, report cards and progress reports.

Deans Of Students

The deans work with students concerning discipline, attendance and other problems pertaining to student welfare. A student may drop in before or after school or make an appointment through the deans' secretary for any non-emergency business. Any safety or theft problems on campus must be reported immediately to a dean.

Counselor

The counselor assists students with educational, vocational, or personal problems. He or she schedules parent/teacher conferences as needed. Students may see the counselor on a drop-in basis before or after school or during the lunch period.

Educational
Guidance Center
Advisor

The Educational Guidance Center Counselor advises students on college admission requirements, financial aid, and testing (SAT, ACT).

Teachers
(See alpha list of
staff)

There are approximately forty teachers at Kennedy. Their education and credentials qualify them to teach designated subjects at the secondary level. They are experts in their subject area, and students should esteem and respect them and take advantage of their skills.

Work Experience
Counselor
Ms. Sanders

The Work Experience Counselor coordinates the placement of students in to the Work Experience program. All final program changes related to Work Experience are cleared by the Work Experience Counselor and then implemented by the student's regular counselor.

Project Assistant
Ms. Lorraine
Holford

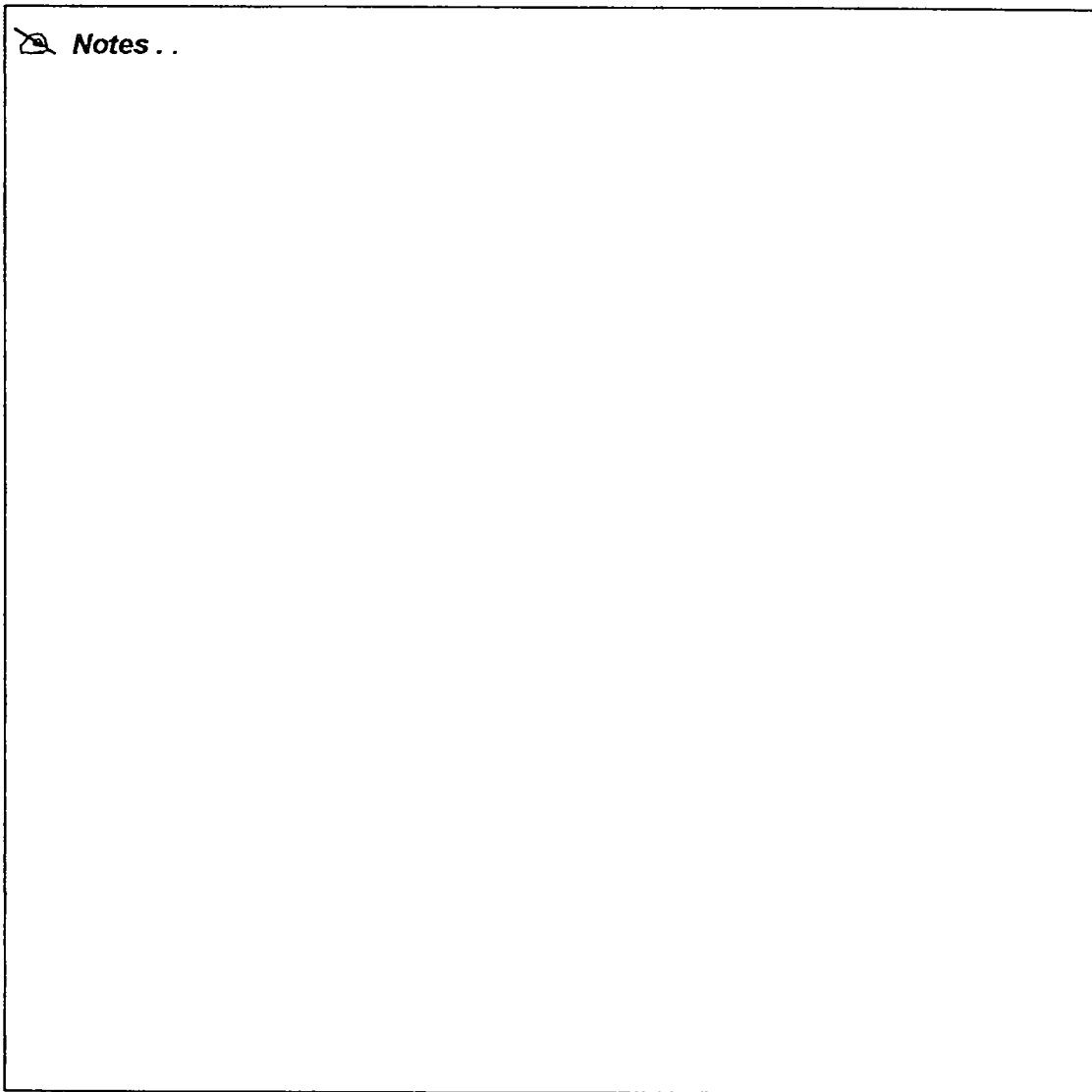
Kennedy is a Chapter 1 school because it has a large number of students with special educational needs. The Project Assistant coordinates the program, making sure that the rules that govern the program are followed and those students who need Chapter I services receive them. He or she also works with the School Site Council to determine the goals and activities of the Chapter I program.

Office Manager Mrs. Birdsong	The administrative secretary, also known as the Head Secretary, oversees and coordinates the activities of the clerical staff throughout the school. He or she schedules appointments for the principal and vice principal.
Attendance Clerk Ms. Marr	The attendance clerk maintains student attendance records for the school year. He or she processes student excuse notes and notifies parents of absences and enrolls or drops students from the master attendance list. Direct any questions about attendance records to the attendance clerk.
Cafeteria Manager Ms. Olivia Murrillo	The cafeteria staff under the direction of a lead worker prepares and provides school lunches every day that the school is open.
Cafeteria Staff (See alpha list of staff)	The cafeteria staff under the direction of a lead worker prepares and provides school lunches every day that the school is open.
Cashier Ms. Jay	The cashier is in charge of the accounts for student activities, and sells tickets for all school functions and bus passes. Students should pay their fines to the cashier to clear report card holds.
Classroom Aides And Tutors See Alpha list of staff	These are paraprofessional persons who work in classrooms to assist teachers. They work with special education students, students who need assistance in using or learning English or Chapter I students.
Clerks	Various members of the clerical staff are called Clerks. They work in the various school offices, making sure that the school runs efficiently and those all-necessary records are properly and accurately maintained.
Counselor/Records Clerk – Mrs. Yamamoto	The counselor/records clerk is responsible for correctly recording your grades on to your high school transcript and forwards or requests student records.
Custodians (See alpha list)	Custodians maintain the school plant under the direction of the Custodial Supervisor.
Deans' Clerk Mrs. Dowell	The clerk notifies parents if a student is hurt, ill or has personal problems. He or she takes emergency messages for students and signs students in and out of school. Parents must sign student in and out with clerk.
Librarian Mrs. Travis	The librarian assists both teachers and students in using the library and its materials and facilities. He or she is a resource person that students should get to know as soon as possible
School/Community Worker Mrs. Simmons	The school/community worker works closely with the counselor and deans and acts as a liaison between the school and community. He or she counsels students and provides help for both personal and academic problems.
School Police Officer Bartlett Officer Spearman	Two District Police Officers are assigned to the school. Police personnel are responsible for supervising student safety on campus. They are also on duty at football games and evening events.

Textbook Clerk
Mrs. Harris

The textbook clerk issues and collects text books. He or she repairs damaged books and orders new books if necessary.

 **Notes . .**



The Faculty and Staff - *Who's Who at Kennedy*



The names and job titles of persons filling the jobs described above are on the next pages. However, personnel changes may occur during the course of the school year. As announcements are made about changes in staffing, you are encouraged to add or delete the names in the list.

Remember, all Kennedy students, faculty and staff are working together as a team for the success of the total program. Students and parents should become acquainted with the faculty and staff.

Administration

Mrs. Rosalyn Morgan-Upshaw	Principal
Mrs. Gladys Chance-Perry	Vice Principal
Ms. Marilyn Jamerson	Dean of Students A – K
	Dean of Students L-Z
	Counselor
Ms. Carmen Simmons	Community Worker

Teachers and Other Certificated Staff

Mr. Edgarado Albrizzio	Spanish
Mr. Bob Acquistapace	Art, Auto
Mr. Al Brown	Math
Mrs. Margaret Browne	Science
Mrs. Praxedes Calbes	ESL
Mrs. Mireille Cadoux	ESL, French
Mr. Harry Campbell	Physical Education
Mrs. Lynda Cartwright	Computer Science
Mrs. Betty Crenshaw	Spanish, French
Mrs. Judith Daar	Special Education
Ms. Wendy Eaglin	PE, Social Science
Mr. Randy Enos	Social Science
Mrs. Jacqueline Ervin	Science
Mr. J.C. Farr	Eng. 1, English Reading
Ms. Teresa Felix	Physical Education, Dance
Mr. Walter Gray	Music/Math
Ms. Lorraine Holford	Project Assistant
Mr. Hal Houston	English
Mrs. Camie Home	Special Education (NSH)
Mr. Sebastian Jacob	Science/Math
Mrs. Carol Johnson	Special Education (NSH)
Ms. Michelle Jones	English
Mr. Kyle Kleiman	ESL, Social Science
Ms. Vickie Krmpotic	English
Mrs. Sallie Lett	English, Business

Ms. Jerry Liang	Alg. A SL, Conceptual Physics
Ms. Mamie Louie	Special Education, NSH
Ms. Cindy Maahs	Science
Mr. Corey Mason	Radio Broadcasting
Mr. David MacDonald	English
Ms. Kara Obradovic	Alg.2/Trig
Mr. Dennis O'Brien	Special Education, NSH
Mr. Terry O'Keefe	Special Education, RSP
Mr. David Pacheco	Math
Mr. Jeff Patterson	English, Drama
Mr. Jeffrey Pollock	Social Science
Ms. MaryAlyce Romeo	Work Experience/Computers
Ms. Jennifer Shatney	Science
Ms. Martha Sipe	English
Mr. Ralston Soong	Social Science
Ms. Adrienne Southard	English 1
Mr. Bernard Stephens	Physical Education
Ms. Roberta Strobel	Special Education
Mr. Christopher Tolentino	Science
Ms. Miriam Travis	Librarian
Ms. Tamara Wayman	Conceptual Physics, Int. Science
Ms. Jessica Wright	Social Science

Clerical Staff

Mrs. Dea Birdsong	Office Manager- Mrs. Upshaw's Secretary
Mrs. Louise Harris	Textbook Clerk
Ms. Ermajean Marr	Attendance Clerk
Mrs. Emelene Jay	Cashier
Mrs. Donna Timmons	Sub Calling Clerk (Main Office)
Mrs. George Ella Dowell	Deans' Clerk
Open	Work Experience Clerk
Mrs. Shirley Glotch	Clerk (Main Office)
Mrs. Sharon Weslar	Library Aide
Mrs. Kay Yamamoto	Clerk (Counselor's Office)

Cafeteria

Olivia Murrillo	Lead Cafeteria Worker
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Custodial Staff

Mr. Nelson Caesar	Custodial Supervisor
Mr. James Emerson	Custodian
Mr. Dan Johnson	Maintenance
Mr. James Powers	Custodian
Mr. Kenneth Walker	Custodian

Security Staff

Mr. Jeff Bartlett	WCCUSD Police Officer
Mr. Darrell Goodbeer	Student Supervisor
Mr. Ray Spearman	WCCUSD Police Officer
	Site Supervisor

Other Classified Staff, Para-professionals and Volunteers

Mrs. Juanita Allen	Special Education Aide
Mrs. Marilyn Henderson	Special Education Aide
Mr. Damell Mitchell	Special Education Aide
Mrs. Georgina Ocegüera	Bilingual Aide
Mrs. Norma Shah	Grad Tutor
Mrs. Tsui-Yen Wang	Graduate Tutor (Skills Center)

You are what you are and where you are because of what's gone into your mind. You can change what you are and where you are by changing what goes into your mind.

—Zig Ziglar

GENERAL INFORMATION

ACADEMICS

In order to graduate, a student must have 225 credits which have been accumulated during grades 9 to 12. The minimum number of credits for enrollment in each grade is as follows:

10th grade	55 credits
11th grade	110 credits
12th grade	165 credits

Students must pass these subjects to graduate:

- 40 credits of English
- 30 credits of Mathematics
- 20 credits of Physical Education
- 20 credits of Science (10 Physical and 10 Life)
- 10 credits of World History
- 10 credits of U. S. History
- 5 credits of American Government
- 5 credits of Economics
- 10 credits of Social Science electives
- 10 credits of Fine Arts or Foreign Language

Students must also pass first aid and basic proficiency tests in language, writing, reading, mathematics, and computer literacy.

Passing one subject for one year is equal to 10 credits. If fewer than the required number of credits is earned before the beginning of the next school year, the student will not advance in grade. Summer programs, other than those provided by the West Contra Costa Unified School District must receive advance approval from the Local Review Board, or credit will not be granted. Students must also obtain permission in advance to take courses at other institutions during the course of the regular school year.

Credits:

- A student may earn 5 credits per semester for each subject passed with a "D" or better.
- A quarter "F" can mean a loss of 2.5 credits.
- All students can avoid credit loss by good attendance and completion of all assignments.

BOOKS

Students will be issued textbooks from the textbook room. Students are responsible for all textbooks they receive and must return these textbooks in good condition at the end of the school year. Lost textbooks must be paid for, or a hold will be placed on the student's academic records. Also, students with outstanding bills will not be permitted to purchase admissions to school events and activities such as proms or boat cruises. Students cannot initiate class changes if there are outstanding bills.

CLOSED CAMPUS

Kennedy High school has a "closed campus." This means that students may not leave the campus at anytime during the school day, including lunchtime, without permission.

The closed campus policy was instituted at all of the West Contra Costa Unified School District high school campuses early in 1993. The reason for the policy was to create a safer environment for students by making it easier to monitor the entrance of non-students to the campus and to prevent student contact with persons outside the campus who might possibly do them harm.

Students are encouraged to enter the campus via the front door.

If students need to leave the campus during the school day for a medical appointment or some other business, they must bring a note to school, present it at the attendance office in the morning or at the Dean's office later in the day, and obtain a permission slip to leave.

Students who leave campus without permission will be subject to disciplinary action which may include suspension from school. An after-the-fact note will not clear an unexcused absence caused by a student's leaving campus without permission.

COUNSELORS' OFFICE PROCEDURES

Requesting a Counselor Appointment:

You must see your counselor before school, during lunch, or after school.

Requesting Homework during an Absence:

If you have an absence of three (3) days or more, your parent/guardian should call the Counselors' Office for your assignments. Teachers will have a 24-hour period to prepare the requested work.

Requesting a Class Change:

You must pick up a class change petition from the Counselors' Office. You must have the petition signed by your parents and the teachers involved. Then you must see your counselor before school, during lunch, or after school to change your class. Class change policy – See program changes – page 12.

DRESS

Students are expected to wear appropriate clothing to school and school sponsored activities. Students must wear shoes and shirts during school. Shorts (gym shorts, swim trunks, running shorts), immodest blouses, tank tops, or halter-tops are not considered appropriate clothing for school. Club jackets are not allowed. Hats are not to be worn inside any buildings. Hats or clothing with emblems or messages promoting or referring to drug or alcohol use are extremely inappropriate. Gang emblems of any sort are prohibited. All trousers should be worn at waist level at all times.

Students dressed inappropriately will be asked to remove the offending hats or garments, or, if necessary, a parent will be contacted, and the student will be sent home to change.

EATING FACILITIES

Students may purchase food at lunchtime in the cafeteria. Students who are eligible may receive free lunches. Applications for free or reduced price lunches are available in the office. If you qualify for the lunch program, even if you do not plan to use the cafeteria regularly, it is still a good idea to submit an application so that this option is available when needed.

The cafeteria offers a variety of foods—a regular hot food line plus other ala Carte items, including "fast food" and ethnic choices. There are several serving windows in and about the cafeteria, and snack carts are located at the edge of the main mall.

Students may bring lunches from home, which may be eaten, in the cafeteria or at various areas on the campus. Picnic type tables are provided at two locations, in the small mall by the cafeteria and on the east side of the library.

Students are expected to exhibit good manners in the cafeteria and to—

- Clean up the area they have used.
- Remain seated while eating.
- Not sit on the tables.
- Not loiter in doorways or near serving lines.

GANG-RELATED CONDUCT AND ACTIVITIES

Gang-related conduct/activity on the campus and during all school-sponsored events is a threat to the safety of others and is strictly prohibited. Gang-related conduct/activity includes, but is not necessarily limited to symbols, graffiti, apparel, colors, haziness/initiations, and hand signals commonly associated with gangs. Students who engage in gang-related activity shall be subject to administrative action. Students who litter will be assigned work detail.

ID BADGES

Students will be issued an identification badge early in school year. The badge will include the student's picture, name and grade level. Students must have these ID badges at all times while on the school campus and at school activities. They will be asked to show them to gain admittance to campus and school activities. They will need to show them to obtain service in the office, the textbook room, and the cashier's office. The badges come with a clip that may be attached to clothing. Students are encouraged to wear the badges in plain view for their convenience. Badges must be produced upon request.

LIBRARY

Library hours: 8:20 a.m. – 3:15 p.m. The library is available for research, study and sustained silent reading. All students that enter the library must sign the attendance register. Food and drink are not permitted in the library or its adjoining rooms (301, 302). Upon presentation of school ID, library materials may be borrowed for home use and items placed on reserve are made available for use in the library. The intent is accessible for reference and research on school assignments. Sign and have your parent/guardian sign the Technology Use Agreement (a copy of which is in this handbook), return it to the main office.

LIBRARY (CON'T)

Students are responsible for all library books they borrow and must return these books in good condition on or before their due date. Lost library books must be paid for or a hold will be placed on the student's academic records. Also, students with outstanding bills will not be permitted to purchase admissions to school events and activities such as proms or boat cruises.

LOCKERS

A HALL locker will be issued to all students. However, it is much more practical to carry books and other school materials in a backpack. This will save time, and help ensure that the necessary materials are available for each class. Lockers are available for every student.

PE lockers are issued to students in PE for storage of PE clothes and regular clothes during PE class. Students must not share PE lockers or combinations. Valuable personal items should not be left in PE lockers. In fact, items of great monetary value should not be brought to school at all.

LOST AND FOUND

Lost and found items are placed in the Dean's office until claimed. Lost textbooks are returned to the textbook room.

METAL DETECTORS

Both the hand-held and walk-through type of metal detectors is used on the Kennedy campus. Searches of randomly selected classes will be conducted at unannounced intervals. The metal detectors may also be used at the school entrance and at the entrance to school activities such as dances or athletic events.

MOTORCYCLES, BICYCLES, MOPEDS, SKATES, SKATEBOARDS

None of these are permitted to be ridden or driven on campus. Motorcycles, bicycles and mopeds are to be parked only in designated areas.

PERSONAL MESSAGES

No personal phone messages can be delivered to any student by the deans' office unless it involves an extreme emergency, and the name of the person sending the message is a parent or legal guardian or person whose name appears on the emergency card. Non-emergency messages will be delivered at 11:15 a.m. and 3:10 p.m. each day.

PERSONAL PROPERTY

Care of personal property is the responsibility of the student. The school is not responsible for loss or theft of personal property. Personal items that must be used for school purposes should be put in the main office when they are not in use. Students should report losses of personal property immediately to the Dean's Office. It is recommended that valuable items, such as expensive jewelry, not be brought to school.

PROGRAM CHANGES

Program changes are sometimes necessary. At times these are instituted by the counselor or the Kennedy administration. Other changes are initiated by students. To arrange a change of program, students must follow these steps:

- Obtain a Petition for Program Change ("Green Sheet") from the counselor's office. If possible, discuss the contemplated change with the counselor.
- Follow the directions on the Petition for Program Change.
- Return the completed petition to the Counselor.
- Give the Counselor time to have the petition approved by the Vice-Principal. **You must remain in your original class until the change is approved and until you receive a Program Change Card from the Counselor.**
- Check back with the counselor. If the petition has been approved, you will receive a Program Change Card.
- Have the Program Change Card signed by all teachers involved in the change. Return the signed card to the counselor.
- Be sure to follow all of the above steps completely. Failure to do so may result in unexcused absences on your attendance record, which could effect your academic mark.
- Lateral changes within same subject require parent conference.
- Students cannot initiate program changes if there are outstanding bills.

RADIOS, TAPE DECKS, PAGERS, PORTABLE TELEPHONES -

These items are not to be brought to school. If they are, they will be confiscated and returned at the end of the school year. Items not claimed by the end of the school year will be donated to charity.

RESTROOMS

- Restrooms are open during the school day in the following locations:
 - Men's and women's restrooms opposite the lower 100 building adjacent to the 300 building.
 - Men's and women's restrooms opposite the lower 200 building adjacent to the 400 building.
 - Men's and women's locker rooms in the gymnasium.

STUDENT PARKING

Vehicles - Students will be issued a parking permit to place on their vehicle and they will be assigned a parking space in the lot on the west end of the campus. Sitting in cars or loitering in the parking lot is not permitted during school hours. Vehicles are not to be used as lockers, and trips to the parking lot to retrieve items left in cars will not be permitted. Students will receive parking permits.

Owners of vehicles parked in spaces to which they are not assigned, or vehicles without a parking permit, may be issued a parking citation and fined. If it is necessary to drive a different car to school on a particular occasion, the student should register that vehicle in the main office that day.

Motorcycles may be parked in a specially designated area near the 500 building. Ask a school police officer for the location of this parking area.

Bicycles may be parked in the cage east of the library, behind room 305. They should be locked securely to one of the racks provided. The cage will be locked at the beginning of the school day and opened again at the end of the day. If necessary, the school police, site supervisors, or school administrators can assist students in retrieving their bicycle during the day.

STUDENT STORE

The Student Store is operated by the Kennedy/Kappa Parent, Teacher, Student Association (PTSA). The store sells a variety of school supplies. Students using this facility are expected to adhere to school rules and regulations. Store hours will be announced and posted.

TELEPHONES

There are public telephones located near the main entrance to the school. These are locked during the school day and are available for use during the early part of the lunch period and after school. Students will not be allowed to use office telephones except in extreme emergencies.

THE TELEPHONES ARE NOT TO BE USED DURING CLASS TIME.

TOYS

Toys of any sort are inappropriate in an academic setting. These will be confiscated and not returned.

Certain other toys, such as toy or simulated guns or any type of toy that shoots water, will be confiscated and students possessing them will be subject to suspension.

Possession or throwing of water balloons will also result in suspension. While they may seem to be relatively harmless, they can, in fact, cause disruption of the academic setting, hurt feelings, embarrassment, and even injury. Possession or use of water balloons will be cause for suspension.

WORK PERMITS AND WORK EXPERIENCE

Work permits will be issued to anyone who is under 18 and will be getting a job. A student wishing to enroll in Work Experience must—

- Have a commitment from an employer to hire him or her.
- See the Kennedy Work Experience Counselor in the counseling office.
- Sign a training agreement with the school, and then have the agreement signed by a parent and the employer.
- Maintain regular school and work attendance.
- Abide by the employer's and the school's rules and regulations. (Please note that work experience students are not permitted to work on days they are absent or suspended from school.)
- Complete related instruction assignments as required by the Work Experience Counselor.

TIME SCHEDULES

The regular school day starts at 8:25 a.m. and ends at 3:15 p.m. There are six class periods of fifty-five minutes each, with the exception of period two which is sixty-five minutes. The longer second period provides the opportunity to hear the daily announcements and also permits time for advisory activities.

For those students who wish to take seven classes, they have the opportunity to take an "A" period class beginning at 7:25 a.m. each day. Taking an extra class provides the opportunity to earn additional credits or to take a wider variety of electives.

There is only one lunch period, and it is thirty-six minutes long plus a ten-minute passing period. Because Kennedy is a "closed campus," this is ample time to eat lunch and also participate in numerous lunch time activities.

The passing period between classes is six minutes. This is sufficient time to move from one class to another, even those the furthest apart, but it does not permit time for extended socializing.

Below is the complete regular time schedule and also schedules for minimum days, rally days, and modified days. On some occasions, special schedules designed to accommodate special activities will be announced. The list of days on which we will be on modified day schedule and on minimum day schedule can be found on the next page.

Regular Day Schedule:

Period A	7:25 - 8:20	(55)
Period 1	8:25 - 9:20	(55)
Period 2	9:26 - 10:31	(65)
Period 3	10:37 - 11:32	(55)
Lunch	11:32 - 12:08	(36)
Period 4	12:18 - 1:13	(55)
Period 5	1:19 - 2:14	(55)
Period 6	2:20 - 3:15	(55)

Minimum Day Schedule:

Period A	7:37 - 8:20	(43)
Period 1	8:25 - 9:08	(43)
Period 2	9:14 - 10:02	(48)
Period 3	10:08 - 10:51	(43)
Lunch	10:51 - 11:29	(38)
Period 4	11:39 - 12:22	(43)
Period 5	12:28 - 1:11	(43)
Period 6	1:17 - 2:00	(43)

Rally Day Schedule:

Period A	7:35 - 8:20	(45)
Period 1	8:25 - 9:10	(45)
Period 2	9:16 - 10:11	(55)
Period 3	10:17 - 11:02	(45)
Lunch	11:02 - 11:38	(36)
Period 4	11:48 - 12:33	(45)
Period 5	12:39 - 1:24	(45)
Period 6	1:30 - 2:15	(45)
Rally	2:15 - 3:15	(60)

3B Rally Day Schedule:

Period A	7:35 - 8:20	(45)
Period 1	8:25 - 9:10	(45)
Period 2	9:16 - 10:11	(45)
Period 3	10:17 - 11:02	(45)
Period 3B	11:02 - 12:02	(60)
Lunch	12:02 - 12:38	(36)
Period 4	12:48 - 1:33	(40)
Period 5	1:39 - 2:24	(40)
Period 6	2:30 - 3:15	(40)

Minimum Days

There will be six minimum days during the school year. On these days, the periods will be shortened, and school will be dismissed at 2:00 p.m. The days are listed below.

September 1	First day of school.
September 30	High School Back-to-School Night
November 1	Report Card Marking
December 17	Minimum Day
April 3	Report Card marking
April 13	High School Open House
June 16	Last day of school – 12:00 pm dismissal

ATTENDANCE POLICY AND PROCEDURES

Regular, prompt attendance at all classes is a requirement of the State of California, a major objective of the Kennedy High School Commitment Plan, and your personal obligation. Success in school depends upon your presence in class on time, everyday.

Unexcused absences will severely affect your chances for academic success. They also have an impact on your learning environment in the form of reduced State support (ADA) which translates into fewer funds for staffing and educational materials.

1. **BELL SYSTEM** - There will be six minutes passing time between periods. Bells will ring at the beginning and end of each period. Students must be in their seats, ready to work when the bell rings at the end of the passing period.
There are emergency bells in place for fire, earthquake, take cover and stay in place.

2. **ABSENCE NOTES** -

- a. Students who are absent from school are to bring a parent note to school on the day of their return. This note should be presented to the Attendance Clerk in the Main Office before 8:15 a.m.
- b. The Attendance Clerk will issue an Admit Slip to the returning student, who must show the slip to each of his/her teachers during the course of the day.
- c. Each teacher will initial the Admit Slip, and the student's last teacher of the day will collect the slip and turn it in to the attendance office.
- d. Teachers will not admit students who have been absent without an admit slip.
- e. Students who do not bring a note will be sent back home to get one or referred to the Dean's office for disciplinary action.

3. **ABSENCE NOTE FORMAT** -

- a. The parent or guardian must sign the absence note.
- b. The absence note should contain the following information:
 - 1) Student's name and grade level
 - 2) Days of absence, e.g., Monday and Tuesday, etc.
 - 3) Partial day absence or whole day
 - 4) Dates of absence, e.g., May 24-26, 1996
 - 5) Reason for absence
 - 6) Date the note is written
 - 7) Parent's/guardian's signature and phone number
 - 8) Student's last name and first name printed in the upper left corner

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4. **SUSPENDED STUDENTS** - Students who are returning to school from a suspension must see a Dean or other administrator before school to obtain an Admit Slip. This slip will need to be initialed by all of the student's teachers and collected by the last period teacher. Teachers are not required to provide work for suspended students.
 5. **ANTICIPATED EXTENDED ABSENCE** - Parents should notify the Attendance Office if their child will be absent for an extended time. Such students should discuss make-up work with each of their teachers before the extended absence. See the Principal regarding the Independent Study policy for unavoidable extended absences.
 6. **PARTIAL DAY ABSENCES** - Parents should notify the Dean's Office if their child must be released from school for reasons such as a medical or dental appointment. The notification can be in writing or by telephone. Students must obtain their "Special Excuse" slip from the Dean's Office before 8:15 a.m. Students must check out with the Dean at the appointed time.
 7. **LEAVING CAMPUS WITHOUT PERMISSION** - Students who leave campus without permission for whatever reason will be recorded as "unexcused" for each of the periods they miss. An after-the-fact note will not be honored.
 8. **MAKE-UP WORK** -
 - a. Homework, class work, tests and other class activities may be made up for excused absences only. The teacher may give, but is not required to do so, make-up work for unexcused absences such as cuts, suspensions, or truancy.
 - b. Parents may request homework assignments from the counselor for students who are absent due to an extensive illness (5 days or more) by--
 - 1) Providing locker numbers and or lock combinations
 - 2) Arranging to pick up make-up work from school
 - 3) Allowing at least 24 hours for the counselor to get the work
 - c. Students who are absent for less than 5 days can get the make-up work upon their return. Students can also get assignments from friends who are in the same class.
 9. **SCHOOL RESPONSE TO STUDENT ABSENCES** – Every effort will be made to notify parents of student absences. Attempted notification will be accomplished by one or more of the following means:
 - a. Telephone call from school personnel
 - b. Letter to parent or guardian
 - c. **Twilight Caller** - several nights a week, in the late afternoon and early evening, a school staff member will call the homes of students who have had full-day absences to verify if these absences are excused.

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- d. **Automatic Dialer** - On most evenings, this computerized phone dialing system will automatically call students' parents to report student with one or more period absences the previous school day.

PARENTS, PLEASE NOTE an important consideration in maintaining good school/home communication is accurate information regarding addresses and telephone numbers. If you are not hearing from the school, please call to check and see if we have the correct information.

10. **TARDIES** - Students will be considered tardy if they are not in their seat and ready to work when the bell rings at the end of the passing period.

11. **ABSENCE DEFINITIONS** -

Excused Absences

- a. Illness or quarantine, with type of illness specified
- b. Medical, dental, or chiropractic appointment
- c. Jury duty
- d. Funeral service for one's immediate family to the extent of one (1) day if services are in California and three (3) days if out of state.
- e. Exclusion from school for immunization needs for up to five (5) days

Acceptable Absences - An excused absence for justifiable personal reasons is granted for, but not limited to, the following:

- a. Appearance in court
- b. Observance of a holiday or ceremony for religious reasons
- c. Conference in regard to employment
- d. Conference with a lawyer
- e. Interview for college or university
- f. Approved extra-curricular activities, including athletics
- g. Extenuating circumstances

Unexcused Absences - Includes suspension or not verified as described in #1 and #2 above; truancy and/or cutting.

ATTENDANCE FORMS

(Color: goldenrod)

SPECIAL EXCUSE FOR MEDICAL OR DENTAL APPOINTMENT
WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT

Date _____

Student's Name _____

To be excused from period _____ at (time) _____

To go the office of _____

Time of appointment _____

Time of leaving doctor's office _____

SIGNATURE OF DOCTOR OR ASSISTANT

(Color: blue)

SPECIAL EXCUSE

Date _____

Student's Name _____

To be excused from period number _____

To go to _____

Teacher asking
For excuse _____ Time _____

Teacher _____
Excusing Student _____ Time _____

Sample Absence Note:

Smith, Joe 1998	September 10,
Joe Smith, Grade 09, was absent on Wednesday, September 9, 1998. He had the flu.	
Mrs. E Smith Mother Phone number	

ADMIT SLIP			

DISCIPLINE POLICY

The major focus at John F. Kennedy High School is to strive for excellence by creating a positive learning environment for all. Students are encouraged to strive for excellence and to achieve a high degree of mastery in their educational pursuits.

We believe that a student's presence in the classroom is essential in order to benefit from the Basic Commitment Program. Students and their parents must assume the responsibility for good attendance, for making up work missed due to unavoidable absences, and for having those absences excused within the time limit.

Discipline at John F. Kennedy High School is essential to ensure wholesome and worthwhile learning experiences. In the classroom, all students must have a maximum opportunity to learn, and all teachers must have a maximum opportunity to teach.

The John F. Kennedy High School faculty and administration are serious about education. Each student attending JFK has a right to the best education that can be provided. The most important events on this campus occur in the classrooms. To maintain an environment appropriate to this commitment and to enable teachers and administrators to monitor the classroom effectively, certain behaviors will not be tolerated and will result in specific penalties.

Definition of Terms Related to Student Discipline

Parent/Guardian Contact - Telephone calls or letter from any school personnel concerning a student's attendance, behavior, and/or academic performance.

Parent Conference - Conference in which the student and parent, along with the counselor and administrator, develop an agreement aimed at changing inappropriate behavior.

Transfer - A student is transferred to an Alternative Education program at another school site. In some cases a student may petition to return to Kennedy High School after demonstrating positive behavior in the different educational setting. The minimum time a student must remain in an alternative education setting is usually one semester.

Appeal - When an administrative decision has been rendered because of a student violation of school policies, the student or parent may appeal to the principal for reconsideration. At that time, the student may present whatever facts and circumstances warrant special consideration.

Student Welfare and Attendance Team - This office within the West Contra Costa Unified School District was created several years ago to help students, parents and school staff improve school attendance. Poor attendance results in loss of income for the District. But, more importantly, poor attendance on the part of a student leads to academic failure and dropout.

A parent whose student has an attendance problem may contact this office at 235-4948, extension 2274. Kennedy High School will access the services of the Student Welfare and Attendance Team through a referral process. This group has been very successful in improving attendance throughout the district.

Students who are found by local police in public areas during school hours may be arrested and transported to the office of the Student Welfare and Attendance Team. They, in turn, notify the student's school and the student's parents.

Detention - A specified penalty for violating certain school or classroom rules or policies. The student serves the detention after school and works on prescribed class assignments. Detentions are to be served on the same day or on the day after they are assigned. Detentions are assigned by teachers and other school personnel.

Deans' detentions are for--

- Failure to serve a teacher's detention.
- Being out of class without permission.
- Returning to school after an absence without an absence note.
- Arriving at school tardy without a note.
- Excessive (three in one quarter) non-suits in physical education.
- Other rule infractions at the Dean's discretion.

All detentions will last one hour after school in an assigned location. Students will not be allowed entrance into the detention room after 3:25 p.m. On Friday of each week, students who have not served previously scheduled deans' detentions will report to the appropriate Dean to serve a work detail with the custodial staff. Failure to serve Friday work detail will automatically result in a three-day suspension beginning the next Monday.

Suspension - A disciplinary action which temporarily removes a student from the school. A suspension may last from one to five days.

Expulsion - An action by the Board of Education denying the expelled student the right to attend any school in the West Contra Costa Unified School District for a designated period of time (usually for one year, and not less than one semester). Expulsion offenses are spelled out in the Education Code and are considered very serious. In many cases they constitute

infractions of the Penal Code as well, and a student committing them may come under the jurisdiction of the juvenile justice system in addition to being expelled.

Students may be suspended or recommended for expulsion when the Superintendent, Principal, or principal's designee (administrator) of the school in which the student is enrolled determines that the student has done any of the acts listed below:

- Caused, attempted to cause, or threatened to cause physical injury to another person.
- Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any such object, the student had obtained written permission to possess the item from a certificated school employee, which is confirmed in by the principal or his/her designee.
- Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10, of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
- Unlawfully offered or arranged or negotiated to sell any controlled substance, an alcoholic beverage, or an intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented same as a controlled substance, alcoholic beverage, or intoxicant.
- Committed robbery or extortion.
- Caused or attempted to cause damage to school property or private property.
- Stole or attempted to steal school property or private property.
- Possessed or used tobacco, or any products including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel.
- Committed an obscene act or engaged in habitual profanity or vulgarity.
- Unlawfully possessed, or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11364 of the Health and Safety Code.
- Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school personnel engaged in the performance of their duties.
- Knowingly received stolen school property or private property.

A student may be suspended or expelled for any of the acts listed above if the act is related to school activity or school attendance, including, but not limited to, the following circumstances:

1. While on school grounds.

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2. While going to or coming from school.
 3. During the lunch period, whether on or off the school campus.
 4. During, or going to or coming from a school-sponsored activity.

Violations of Discipline Policy

Below are the normal penalties for the indicated violations.

	VIOLATIONS	PENALTIES	
		MINIMUM	MAXIMUM
1	Weapons—possession, sale, furnishing of any firearm, knife, explosive or other dangerous object or the use thereof.	Expulsion	Expulsion
2	Substance Abuse—unlawful possession, use, sale or furnishing, or under the influence of, any controlled substance, alcoholic beverage, or an intoxicant of any kind.	Suspension 1-5 days and/or Saturday Class	Expulsion
3	Assault/Battery—caused, attempted to cause, or threatened to cause physical injury to another person.	Suspension 3-5 days	Expulsion
4	Arson--setting fires.	Suspension 1-5 days	Expulsion
5	Theft/Unlawful Possession of Property	Suspension 1-5 days	Suspension 1-5 days
6	Possession or use of fireworks, firecrackers or other explosive devices.	Suspension 5 days	Expulsion
7	Fighting or instigating a fight.	Suspension 3-5 days	Suspension 5 days
8	Causing damage or attempting to cause damage to school or private property.	Suspension 1-5 days Restitution	Expulsion
9	Defiance of Authority/Verbal Abuse--Any act of defiance or disobedience either in language or inaction against school personnel, or refusing to comply with the reasonable request or orders of school personnel (Ed. Code 48-901-903)	Suspension 1 day	Suspension 5 days
10	Disruption of school activities and/or disorderly conduct; in-appropriate behavior for school.	Suspension 1 day	Suspension 1-5 days

	VIOLATIONS	PENALTIES	
		MINIMUM	MAXIMUM
11	Hazing/Verbal or physical injuries--Engaging or having any part in hazing or committing any act that injures or degrades any other person attending the school.	Detention	Suspension 1-5 days
12	Sexual Harassment	Counseling Conf. w/ Parent	Suspension 1-5 days; Expulsion
13	Gambling--Gambling or wagering, or being present where gambling or wagering is taking place.	Suspension 3 days	Suspension 5 days
14	Robbery or Extortion	Suspension 5 days	Expulsion
15	Forgery--falsifying, or altering school correspondence, passes, absence notes or admit slips.	Detention	Suspension 1-3 days
16	Failure to identify oneself when asked by school authorities or giving false information to school authorities.	Suspension 1 day	Suspension 5 days
17	Failure to carry ID badge.	Conf. w/ Dean	Suspension 1-5 days
18	Smoking or use of other tobacco products.	Suspension 1 day	Suspension 5 days
19	Possession of drug paraphernalia or selling or offering for sale of drug paraphernalia.	Suspension 1 day	Suspension 5 days
20	Out of class without permission or leaving class without permission.	Suspension 1 day	Suspension 3 days & parent conference
21	Motorcycles/bicycles/mopeds/ skateboards/roller skates or blades- used on campus, not left in authorized areas.	Detention & possible confiscation	Suspension 1-5 days
22	Radios, tape recorders, tape or CD players, pagers, portable telephones or other electronic devices are not to be brought to school.	Confiscated; to be returned only to a parent	Suspension 1 day

	VIOLATIONS	PENALTIES	
		MINIMUM	MAXIMUM
23	Failure to report to detention when assigned.	Action by Deans	Suspension 3 days
24	Littering or graffiti—littering campus or the neighborhood; defacing or marring school buildings, lockers or furniture.	Detention	Suspension 1-5 days Clean-up or restitution
25	Cheating	No credit	No credit; parent conference
26	Obscene acts, obscenity, profanity, or vulgarity.	Detention	Suspension 1-5 days
27	Racial slurs	Suspension 1-day	Suspension 1-5 days
28	Unauthorized areas—parking or loitering in the faculty parking lot; being in the bleachers or other posted or announced areas.	Warning	Suspension 1-5 days
29	Excessive displays of affection.	Warning	Parent conference
30	Dress code violations	Sent home to change	Parent conference
31	Failure to bring materials to class—e.g., textbook, notebook, pencil, pen, paper, etc.	Warning; conference	Lowered mark
32	Failure to do assignments	Warning; conference	Lowered mark
33	Eating or drinking in classrooms or other unauthorized areas.	Warning or detention	Suspension 1 day

SUSPENSION ALTERNATIVE CLASS (S.A.C.)

General Information

The purpose of the Suspension Alternative Class (S.A.C.) is to encourage appropriate behavior by keeping the student in a learning environment and continuing the student's education during the discipline process.

The student is isolated from the general school population and will be precluded from participating in extra-curricular or co-curricular activities while assigned to S.A.C.

Procedures

- I. Students may be assigned to S.A.C. by the principal or the principal's designee if the student poses no imminent danger and no expulsion has been initiated.
 - A. Parents must be notified by phone and written notice of a student assignment to S.A.C.
 - B. An initial S.A.C. referral shall be for a period of 1 - 3 days.
 - C. Students who are late may have an additional day of S.A.C. assigned
 - D. Students who are not cooperative may receive additional days of S.A.C. or an at-home suspension.
 - E. A student should not be assigned more than 5 consecutive days in S.A.C.
 - F. Absent students must complete their S.A.C. assignment before returning to their regular classes.
- II. Students will remain in the S.A.C. classroom. Books or materials that are needed should be brought in the morning. Locker privileges will only be allowed before and after school.
- III. Lunch will be eaten in the classroom. Students may bring their own lunch or they may purchase bag lunches that will be brought to the classroom. Students will not be allowed to leave the class to purchase lunch.
- IV. There will be scheduled restroom breaks.
- V. S.A.C. attendance must be reported daily to the Attendance Office. The "H" code will be used by the Attendance Office to indicate a student's attendance in S.A.C.

Curriculum

1. Students will do work from their regular classes, with permission of teachers. The work will be submitted to their teachers.
2. Additional class work may be assigned by the S.A.C. teacher. Appropriate curriculum may include "life" skills, career education, conflict management or other appropriate topics.
3. Each student should be asked to write a statement concerning the reason why they are in S.A.C. The S.A.C. teacher will counsel the student regarding the infraction.

"You cannot escape the responsibility of tomorrow by evading it today."

— Abraham Lincoln

STUDENT APPEAL PROCESS



Have you ever felt that you suffered an injustice at the hands of another student, a teacher, a counselor, or administrator? - a clearly defined set of procedures whereby people can make appeals—in order to correct the wrongs you feel you have suffered. The following describes your right to due process.

Here are some questions that students often ask:

1. What can I do if I feel that my teacher has been unfair to me?

The very first thing you should do is ask your teacher if you can see him or her after class to talk about the problem. If you are still not satisfied after the student-teacher conference, the next thing to do is to see your counselor or dean. If your counselor or dean feels that your grievance against a teacher may have some merit, he will contact your teacher and, if necessary, schedule a student-teacher-counselor conference in order to work out an agreeable settlement. Of course, if you feel that you still have not obtained justice, you may continue up the chain of command to the vice-principal and, finally, to the principal.

2. What can I do if I have a disagreement with my counselor?

Talk with your counselor and try to work out the problem but if that fails, see the vice-principal in charge of instruction and explain the situation. If the matter is still not resolved to your satisfaction, your next course of actions is to make an appointment to see the principal.

3. What can I do if I feel that I haven't been treated fairly by the dean?

Make an appointment to see the principal and explain the situation from your viewpoint, but be sure to state all of the facts and not only ones that support your argument.

Remember, the final person to whom you may appeal is, normally, the principal of the school; but in the unlikely event that you feel that you still have not obtained justice, your parent can obtain a Parent Complaint Form (available at the school's main office) which, after it is completed and submitted to the school, will result in an informal meeting with the principal and later, if necessary, referral to the District Office and possibly, the School Board.

4. What can I do if I become involved in a dispute or have constant trouble with another student or group of students?

See the Conflict Management Team.

The Conflict Management Team works by referral. Referrals are sent to it by the dean, teachers or students who observe a potentially serious situation of a continuing nature developing between two or more students. You, yourself, may have any of the previously mentioned people submit a referral on your behalf or you may submit one yourself.

The Conflict Management Team—made up of selected students—confers with each student involved in a conflict and attempts to reach a solution agreeable to all sides. If and when this is achieved, a contract is drawn up which each student then signs. In the vast majority of cases, students live up to their contracts and the conflicts are settled with no further problems. However, in a case where the contract is broken, the dean is notified of the violation and further action is taken.

The Conflict Management Team serves a very important purpose. It is potentially one of the most effective means of maintaining the peace and tranquillity necessary for a good learning environment and for a happy and enjoyable high school experience. We encourage you to use the Conflict Management Team whenever you see a serious situation developing.

5. What if I have a disagreement with the way student government or extra-curricular activities are run?

The Student Court's purposes are to ensure that students have a means of airing their grievances and, possibly, bringing about change. The court has no decision-making power, but it does have the power to investigate grievance and to make recommendations as to what should be done.

Students with a complaint may obtain a Student Court Complaint Form from the librarian. After receiving the completed form, stating the exact nature of the complaint, the court will conduct its investigation. Defense and prosecuting attorneys will be appointed to argue the case before a five-student judge panel. The panel is made up of the chief justice and four justices, each of whom represents a different grade level.

Once the court has made its decision, it will forward its recommendation to the principal who, in turn, will act on that recommendation along with all other information available in order to arrive at a fair decision in the best interest of all concerned.

Use Student Court. It's there for you and it's a powerful means of bringing about change!

SEXUAL HARASSMENT POLICY

Sexual harassment is an issue that has received much attention recently in business and in the media. It can create a negative school environment for any student who is a victim of this harassment. It is therefore very important for everyone to understand what constitutes sexual harassment.

No one student or adult has the right to make another student feel uncomfortable in school. Sexual harassment can occur in hallways, classrooms, lunchrooms, locker rooms, schoolyards, bathrooms and private offices. It can include comments about one's body; sexual remarks, jokes or innuendoes; personally intrusive conversations; obscene gestures; staring or leering; inappropriate and unwelcome touching; lifting up skirts or pulling at clothing; whistling or catcalling; pressing for dates or sexual activity; cornering or blocking the victim's passage; molestation; and rape.

Sexual harassment also takes the form of obscene graffiti, displays of pornographic pictures or sexual gossip about a victim. The Education Code (48900.2) provides for suspension or expulsion for sexual harassment. If you feel you are being sexually harassed by anyone, immediately notify your Dean, Vice Principal or Principal.



NONDISCRIMINATION POLICY

The West Contra Costa Unified School District does not discriminate on the basis of race, color, national origin, gender, disability, age, marital status or religion in any of its policies, practices or procedures. This nondiscrimination policy complies with the requirements of Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Individuals With Disabilities Education Act, The Americans With Disabilities Act of 1990 and other Federal and State laws. Coverage applies to admission and access to, and treatment and employment in, District programs and activities, including vocational education. The lack of English language skills will not be a barrier to admission and participation in the vocational education or any other District program.

Students, parents or guardians, or any other individuals having questions or concerns regarding the West Contra Costa Unified School District nondiscrimination policy or the filing of discrimination complaints should contact Title IX Coordinator, Dr. Susie VanDeVeer, 1108 Bissell Avenue, Richmond, California 94801 (510 234-3825, Extension 2191).

STUDENT ACTIVITIES



Athletics

Every student who has a student body card is urged to try out for and compete in sports of his or her choice, as long as he or she meets the standards of citizenship and academics set up by the West Contra Costa Unified School District and the California Interscholastic Federation (CIF). Letter awards are given to those students who the coach recommends for these awards.

Kennedy High School fields men's and women's teams equally, depending upon student participation. The men's PE department permits no juniors or seniors to play on frosh or soph teams. Any freshman or sophomore who can meet the requirements will be allowed to play the varsity sport of his/her choice.

All athletes participating in an athletic event must--

- a. Purchase an S.A. Card.
- b. Obtain a parent permission slip.
- c. Undergo a complete medical examination before he or she can even go out for practice. Each prospective athlete must provide for his or her own examination.
- d. Obtain adequate medical insurance before participating in interschool athletics. See your athletic coach for further information.
- e. Comply with West Contra Cost Unified School District Eligibility Standards for Activities. Students must earn a "C" average in order to participate.

The sports program at John F. Kennedy High School includes the following:

	<u>Men's Athletics</u>	<u>Women's Athletics</u>
Fall	Football (Frosh, JV & Varsity) Cross-country	Volleyball (JV & Varsity) Cross-country Tennis
Winter	Basketball, (Frosh, JV & Varsity) Soccer	Basketball (JV & Varsity) Soccer
Spring	Baseball (Varsity) Track and Field Volleyball	Softball (JV & Varsity) Track and Field

Also, Co-ed Badminton.

Note: Financial constraints of the District limit the athletic offerings. Parents and students of minor sports are invited to discuss their concerns with the Principal.

Clubs And Activities

Kennedy's clubs and activities contribute immensely to school spirit and benefit the school and the students in many ways.

Most freshmen are advised to limit their participation in more than one activity besides athletics or dramatics. No student should join any club or activity unless he or she is willing to share the responsibilities of that club or activity.

Clubs and Organizations

If enough students demonstrate their desire to institute a club, and a faculty member agrees to become the sponsor, students may file the proper application form with the Vice Principal.

Some clubs have specific eligibility requirements.

Rallies

Rallies are held for three reasons: to display school spirit and enthusiasm, to stimulate the team toward victory, and to practice cheering in preparation for athletic events. Rallies are occasions to show true school spirit and must never be degraded by rowdiness or other discourteous behavior. Since rallies are part of the school day, students should—

- a. Enter and leave rally areas in an orderly manner.
- b. Listen attentively to the speakers and enthusiastically follow the directions of the cheerleaders and other persons conducting the rally.
- c. Remain in their seats until the rally program has ended.
- d. Sit in the area designated for their class.

ELIGIBILITY POLICY FOR PARTICIPATING IN SCHOOL ACTIVITIES

In compliance with AB2613, West Contra Costa Unified School District students must pass a minimum of six classes and have earned a grade point average (G.P.A.) of 2.0 on a 4.0 scale for the most recent marking period in order to participate in extra/co-curricular activities.

Seniors traditionally are enrolled in fewer than 7 classes. They must pass a minimum of five classes.

It is the intent of the policy to emphasize to each student that the student's primary responsibility is to meet the academic challenge of learning. School staff will work with students who, because of academic difficulties, lose eligibility.

Extra-curricular or co-curricular activities include any activities that require students to participate outside of the regular school hours. Fine Arts classes that require performance as part of the District curriculum standards are not to be considered co-curricular activities.

Extra-curricular activities include the following:

- Athletics
- Spirit Squad
- Student Government Officials
- Pep/Marching Band
- Forensics
- Drama Performances
- Competitions

Co-curricular activities include--


- Specialty Performing Groups
- Competitions

Eligibility Policy:

1. All classes must be used in computing the G.P.A.
2. The quarter mark will be used to compute the G.P.A.
3. Eligibility must be declared on the report card issue date.
Summer school marks will be averaged with the marks earned fourth quarter.

It is the responsibility of the school principal to determine a student's eligibility status and to monitor the student to ensure satisfactory progress toward graduation.

This policy was revised in May of 1989 and approved by the Board of Education on October 2, 1989.

 **More Notes . . .**

STUDENT ASSOCIATION

Class Assemblies

At least one class assembly will be held at the beginning of the school year for each class. This will allow time for discussion of items pertaining to each class.

Class Steering Committees

A class steering committee will coordinate fundraising and social activities for each class. Faculty sponsors and school administration must approve all activities before these activities can appear on the school calendar. The amount and quality of student participation at steering committee meetings is an important determiner of how successful the class will be and of how much fun it will have.

Student Association (S.A.) Constitution

For those interested in student government at Kennedy, copies of the Kennedy High School Student Association Constitution are available in the library.

Student Association Card

It is important that everyone financially support the activities of the Student Association by purchasing a S.A. card. Monies from card sales fill many needs of clubs, athletics and departments at Kennedy High School.

Starting this year, the S.A. card will be a part of the student ID badge. By paying the S.A. card fee at the time of walk-through registration, or at a later date at the Cashier's window, the ID badge becomes and S.A. card. Cost of the card may vary each year.

The purchase of a S.A. card may provide reduced prices for some athletic contests, student activities, school programs, and special purchases.

DO NOT LOSE YOUR CARD. A duplicate card will be issued only upon pre-payment of a \$2.00 fee.

COLLEGE INFORMATION

1. **THE COMMUNITY COLLEGE SYSTEM** The community colleges of California will admit anyone with a high school diploma, a California High School Proficiency Certificate, or anyone who is 18 years old or older and can demonstrate by examination that he/she can profit by attending a community college.
2. **CALIFORNIA STATE UNIVERSITY SYSTEM** Admitted students usually rank in the upper third of high school graduates in California. Admission is based upon grade point average in grades 10 through 12 and upon scores on an entrance examination (SAT or ACT).

Required subjects are 40 credits of college preparatory English and 30 credits of college preparatory math. It is suggested that the strongest possible college preparatory program should be selected.

The following "1 to 7" pattern is expected as preparation for admission:

1.	College Preparatory English	40 Credits
2.	College Preparatory Math (through Algebra 2)	30 Credits
3.	Social Science (US History/Gov't)	10 Credits
4.	Laboratory Science	10 Credits
5.	Foreign Language (2 years of the same language)	20 Credits
6.	Visual and Performing Arts	10 Credits
7.	Electives (UC approved college prep electives)	30 Credits

3. **UNIVERSITY OF CALIFORNIA SYSTEM** A student must complete at least 160 credits from the following list, all of which are college preparatory:

a.	US History/Government	20 Credits
b.	English	40 Credits
c.	Mathematics	30 Credits
d.	Lab Science	20 Credits
e.	Foreign Language	20 Credits
f.	College Preparatory Electives	30 Credits

College Preparation Requirements; College Preparatory Electives are in addition to those required in a through e above, and they must be chosen from at least two of the following areas: English, advanced math, social science, foreign language, lab science, and fine arts.

At least 70 credits of the a through f requirements must be earned in the last two years of high school.

Scholarship Requirement: A 3.3 GPA in required courses assures admission. Students with lower GPA's may be admitted with adequate admission test scores. Marks lower than "C" are generally not accepted. U.C. applicants should rank with the top 12% of California high school graduates.

Examination Requirement: SAT or ACT plus SAT II (English, math and one other subject of the applicant's choice).

Some campuses of the University of California system are often impacted; that is, they can not accept all of the qualified students who apply. In such cases, in making their selection, they look for students who have attempted course work over and above the a to f requirements. This can include extra years of foreign language or a second foreign language, additional lab science, and AP and honors courses.

4. **COLLEGE TESTING** Most colleges and universities require that students take standardized tests before being considered for admission. The most common tests taken are the Scholastic Aptitude Test (SAT) or the ACT assessment. See your counselor for information.

Note: Always refer to college catalogues and your counselor for specific information regarding entrance requirements or for information about college majors.

5. **LETTERS OF REFERENCE** Teachers, administrators and counselors are often called upon to write letters of reference. Please contact any of these people when you need a letter of reference. Make sure you request these letters at least two weeks before the deadline date for the letter.
6. **SCHOLARSHIPS** Many scholarships are available to students going on to higher education from high school. Mr. Enos will once again be in charge of disseminating information about these. Seniors should consult with him about scholarships on a regular basis throughout the year. There are other sources of information as well. These may include parents, employers, the colleges to which a student is applying, commercial scholarship finding services, and on-line services.

Some scholarships are based on need, and others are based on academic achievement, but still others are earmarked for persons with particular affiliations. These may be based on ethnicity, religion, family origins, and parents' occupations or memberships.

Other types of financial assistance are available. These include grants, student loans, and work/study programs. During the school year, the Education Guidance Center College Advisor will conduct workshops for seniors and their parents regarding financial aid.

HONORS AND SCHOLASTIC RECOGNITION

- Honor Graduates** Cumulative Grade Point Average (GPA) is computed at the end of the sixth and seventh semesters of high school. Honor Graduates must have a GPA of 3.5 at the end of the seventh semester.
- Honor Roll** To qualify for the Honor Roll a student must achieve a grade point average of 3.0 in all subjects taken. This is computed quarterly. The Honor Roll is posted in classrooms and the students' names are printed in local newspapers. Straight "A" students receive special recognition.
- California Scholarship Federation (CSF)** All senior high schools are affiliated with CSF. Students must apply at the school through the sponsor when announcements are made each semester. Please see your counselor or the CSF sponsor for the membership requirements.
- Renaissance Program** During the 1995-96 school year, a new program was instituted at Kennedy High which recognizes and reward students who have high grade point averages or those who have improved their grade point average significantly. More information about this program will be forthcoming during the course of the school year.

LEGAL UPDATE:

NEW LAW REQUIRES REPORTS ON DISRUPTIVE STUDENTS

Education Code section 49079 has been amended to expand the circumstances in which districts must inform teachers about students who have engaged in violent or disruptive conduct. Previously, the law only required districts to tell teachers about students who had caused or attempted to cause serious bodily injury. Now the law requires districts to inform teachers of any students who during the three previous school years engaged in the following criminal or disruptive conduct at school, while going to or coming from school, or during a school sponsored activity.

- 1) Causing, attempting, or threatening physical injury to another person.
- 2) Possessing, selling, or otherwise furnishing a firearm, knife, or other dangerous object.
- 3) Possessing, using, or selling illegal drugs, alcohol, or drug paraphernalia.
- 4) Committing or attempting robbery or extortion.
- 5) Damaging school or private property.
- 6) Stealing or attempting to steal school or private property.
- 7) Committing an obscene act or engaging in habitual profanity or vulgarity.
- 8) Disrupting school activities or otherwise willfully defying the valid authority of supervisors, teachers, administrators, school officials or other school personnel engaged in the performance of their duties.
- 9) Knowingly receiving stolen property.

Information received by a teacher pursuant to this section is received in confidence and must not be further disseminated by the teacher.

In addition to expanding the notification requirements, the amended law has teeth. A district employee who knowingly fails to provide mandated information about a pupil may be found guilty of a misdemeanor punishable by up to six months in jail and up to \$100.00 fine or both. This law should help teachers to adequately prepare to deal with potentially disruptive students. We must ensure that it is vigorously enforced.

WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT

ETHICS IN SPORTS

POLICY STATEMENT

The West Contra Costa Unified School District requires that all athletic contests played under its jurisdiction be exhibitions of sportsmanlike and ethical behavior. All contests must be safe and orderly. Athletes, coaches, officials and fans must demonstrate courteous and controlled actions. Violence in any form will not be tolerated, either in contests or practices.

It will be the responsibility of the coaching staff to teach and demand the high standards of conduct required and to enforce the rules and regulations of the WCCUSD.

CODE OF ETHICS FOR ALL CONCERNED WITH HIGH SCHOOL ATHLETICS

(Students athletics, coaching staff, managers and contest officials)

Each person involved in high school athletics must sign the statement and agree to follow the code.

- A. Each person must show courtesy and respect to visiting teams and officials.
- B. Each person must practice self-control.
- C. Each person must refrain from the use of foul, abusive and taunting language.
- D. Each person must be familiar with and observe all rules of the contest.
- E. Each person must respect the judgment and integrity of the contest officials.
- F. Each person must refrain from the use of any illegal drugs, or substances to enhance physical development or performance.
- G. Each person must recognize that athletics promote the well being of the participants- and that athletic contests are games.

I have read and understand the policy statement, the code of ethics and the violations and consequences. I agree to abide by the policy and the code while participating in WCCUSD athletics regardless of the site or jurisdiction of the contest.

Signature

Print Name

Date: _____

Name of student (please print) _____

**SIGNATURE FORM FOR EXTRACURRICULAR,
COCURRICULAR ACTIVITIES**

THE WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT IS CONCERNED FOR YOUR WELL-BEING. IN ORDER FOR THE SCHOOL TO KNOW THAT YOU AND YOUR PARENT/GUARDIAN ARE AWARE OF THE DRUG, ALCOHOL AND TOBACCO DISCIPLINE POLICY/STUDENT CODE OF BEHAVIOR AND UNDERSTAND THE GOALS OF ASSISTING STUDENTS AND SETTING CLEAR LIMITS, YOU AND YOUR PARENT/GUARDIAN ARE REQUIRED TO SIGN THIS SIGNATURE FORM. THANK YOU.

I have read the Drug, Alcohol and Tobacco Discipline Policy/Student Code of Behavior, which encourages students to be drug, alcohol and tobacco free. I understand that students in extracurricular and cocurricular activities who violate the Drug, Alcohol and Tobacco Policy will be subject to disciplinary action which will also affect eligibility for performance.

Signature of Student _____

I have read the Drug, Alcohol and Tobacco Discipline Policy/Student Code of Behavior which encourages students to be drug, alcohol and tobacco free. I understand that students in extracurricular and cocurricular activities who violate the Drug, Alcohol and Tobacco Policy will be subject to disciplinary action which will also affect their eligibility for performance. I agree to support the Drug, Alcohol and Tobacco Policy and consequences for students.

Signature of parent /guardian _____

Activity _____

Sponsor/Coach/Advisor _____

School _____

Date _____

Please call 741-2852 if you have questions.
Revised 8/93

Board Policy 6164:11 STUDENT DRUG, ALCOHOL AND TOBACCO POLICY

SUMMARY: DISCIPLINARY PROCEDURES

Alcohol and Other Drugs: Students found to be using, in possession, or under the influence of alcohol and/or unlawful drugs during school, during lunch, or going to and from school or at school-sponsored activities.

Consequences: First Offense

1. shall be suspended for three (3) to five (5) days, with parents/guardians notified
2. shall be referred to Intervention CARE Team
3. shall be referred to educational classes/group sessions. Failure to complete classes/sessions as assigned shall result in referral for pre-expulsion. (the district's educational classes/group sessions program is Saturday CARE Class);
4. shall be restricted from participation in school activities;
5. may be encouraged to seek professional assessment if appropriate;
6. will be recommended for participation in educational support groups at the school site.

Consequences: Second Offense

1. shall be suspended for five (5) days
2. 2 through 5 above.
3. May be assigned to another school or alternate program

Consequences: Third and Subsequent Offenses

1. shall be immediately to another school or alternate program.

Alcohol and Other Drugs: Students found to be distributing or selling.

1. shall be referred immediately to law enforcement authorities;
2. shall be suspended immediately pending an administrative hearing for expulsion.

Tobacco: Students using or possessing tobacco during school, during lunch, or going to and from school or at school-sponsored activities.

Consequences: First Offense

1. shall be warned with possible parent/guardian notification;
2. may be suspended for one (1) to three (3) days.

Consequences: Second Offense

1. shall be wanted, with parent/guardian notification.
2. Shall be referred to site CARE Team
3. May be suspended for one (1) to three (3) days.

Consequences; Third and Subsequent Offenses:

1. shall be suspended for one (1) to three (3) days, with parent notification:
2. shall be referred to site CARE Team;
3. shall be required to attend educational support classes. Failure to complete educational classes as assigned shall result in an additional three (3) to (5) days of suspension.

Drugs: Students in extracurricular activities.

shall be required to sign the Student Code of Behavior (with their parent/guardian)

1. shall be subject to the discipline procedures as detailed above.
2. In addition, for using, possessing or being under the influence of alcohol and other unlawful drugs, shall forfeit eligibility for participation for a set period of time in such activities: two(2) weeks for the first offense; nine (9) weeks for second offense. When distributing or selling alcohol or unlawful drugs, student shall be removed immediately from activity and referred to law enforcement authorities.

ALAMEDA CONTRA COSTA ATHLETIC LEAGUE
NORTH COAST SECTION EJECTION POLICY

JOHN F. KENNEDY HIGH SCHOOL

The following rules and minimum penalties are applicable to players and coaches as adopted by the NCS Board of Managers on April 21, 1995 in accordance with National Federation Rules. This policy has been in effect since the 1995-96 school year and will include non-league, league, invitational tournaments/events, post season, league, section or state playoffs., etc.

1. Ejection of a player from a contest for unsportsmanlike or dangerous conduct.
Penalty: The player shall be ineligible for the next contest, (non-league, league, invitational tournament/event, post season play whether it be league, section or state.).
2. Illegal participation in the next contest by a player ejected in a previous contest.
Penalty: the contest shall be forfeited and the player shall be ineligible; for the next contest.
3. Second ejection of a player for unsportsman like or dangerous conduct from contest during one season.
Penalty: The player shall be ineligible for the remainder of the season.
4. When one or more players leave the bench (or dugout, etc.) to begin or participate in an altercation.
Penalty: The player(s) shall be ejected from the contest in question and become ineligible for the next contest, (non-league, league invitational tournament/event, post season play including league, section, state playoff, matches/events, etc.)

I have read and understand the rules and regulations of the Ejection Policy. Athletes may not participate in any contest until this document is filled with the school.

(Student's signature)

(Date)

(Athletic Director's Initials) (Date)

(Parent's Signature)

(Date)

VAR JF FS Fr (Circle one)
SPORT _____

(Coach's Signature)

WEST CONTRA COSTA SCHOOL DISTRICT TECHNOLOGY USE AGREEMENT

Preamble/Purpose

The West Contra Costa Unified School District recognizes that technology provides ways to access the most current and extensive sources of information. Technology also enable students to practice skills and to develop reasoning and problem-solving abilities. In addition, electronic resources foster workplace skills that may be transferable to new technologies. Every effort shall be made to provide equal access to technology throughout the district's schools and classes.

The purpose of this Use Agreement is to ensure that students and parents understand that use of computer technology is conditioned on the rules stated in the Agreement, and that failure to adhere to these rules may result in discipline, civil or criminal penalties. It is also intended to communicate the fact that students have no expectation of privacy in such use, and that use is intended to further educational purposes only. Lastly, it is intended to inform parents that despite the educational purpose of computer technology and the monitoring of such use, it may not be possible for the District to guarantee that students will not be exposed to some inappropriate material.

In exchange for the privilege of using District computer technology, including access to on-line services and software, I agree to the following:

I agree that I will NOT:

- * Damage, degrade, or disrupt equipment or system performance;
- * Steal data, equipment, or intellectual property;
- * Post anonymous messages;
- * Read other users' mail or files, or in any way attempt to interfere with other users' ability to send or receive electronic mail;
- * Use profanity in any electronic mail transmission;
- * Divulge my personal account number, home address or telephone number on-line;
- * Use any account number other than my own;

- * Use District access to computer technology for any purpose other than education, such as commercial, political and/or personal;
- * Use the system to encourage the use of drugs, alcohol, or tobacco, or promote any unethical practices or activity prohibited by law or district policy;
- * Use the system to transmit or access material that is threatening, sexually explicit, or derogatory towards others based on race, national origin, sex, sexual orientation, age, disability, religion or political beliefs;
- * Use the system to transmit any copyrighted material without the author's permission;
- * Download copyrighted material for any other purpose than my own use;

I understand that I have no expectation of privacy in my use of District computer technology, and that District staff may monitor or examine all system activities to ensure my proper use of the system. I understand that my failure to abide by any of these rules will subject me to disciplinary action, revocation of my user account, and legal action as appropriate.

Student Signature _____ Date _____

Student Name _____ Grade _____

School _____

I understand that my son/daughter's rights to use District computer technology is subject to the rules stated above. I also understand that it may not be possible for the District to guarantee that students not gain access to some inappropriate material.

Parent/Guardian Signature _____

Parent/Guardian Name _____

Date _____

**ACUERDO SOBRE EL USO DE LA TECNOLOGÍA DEL
DISTRITO ESCOLAR DE WEST CONTRA COSTA**

Preámbulo/Propósito

Distrito Escolar Unificado de West Contra Costa reconoce que la tecnología provee maneras de tener acceso a la más actualizada y extensa fuente de información. La tecnología también capacita a los alumnos a practicar las destrezas y desarrollar el razonamiento y la habilidad de resolver problemas. Además, los recursos electrónicos fomentan habilidades del lugar de trabajo que pueden ser transferibles a nuevas tecnologías. Cada esfuerzo deberá ser hecho para proveer igual acceso a la tecnología por medio de las escuelas y clases del Distrito .

El propósito de este Acuerdo sobre el uso es para asegurar la comprensión de los alumnos y de los padres que el uso de la tecnología de computadoras está condicionado en los reglamentos declarados en el Acuerdo, y la falta de cumplimiento de estos reglamentos puede resultar en penalidad disciplinaria, civil, o criminal.

También está dirigido a comunicar el hecho que los alumnos no esperen tener privacidad en tal uso, y ese uso es destinado a fomentar solamente los propósitos educacionales. Finalmente, está dirigido para informar a los padres que a pesar del propósito educativo de la tecnología de la computadoras y el control de tal uso, podría ser imposible para el Distrito garantizar que los alumnos no tengan acceso a algún material inapropiado.

En intercambio por el privilegio de usar la tecnología de computadoras del Distrito, incluyendo el acceso a servicios en línea (on-line) y programas (software), estoy de acuerdo con lo siguiente:

Yo estoy de acuerdo de NO:

- * Dañar, degradar, interrumpir el equipo o el funcionamiento del sistema;
- * Robar datos, equipo, o propiedad intelectual (autoría registrada);
- * Mandar mensajes anónimos;
- * Leer la correspondencia electrónica (mail) o los archivos (file) de otros usuarios, o de alguna manera atentar interferir con la facilidad para enviar o recibir correo electrónico de otros usuarios;
- * Usar lenguaje obsceno en cualquier transmisión de correo electrónico;
- * Divulgar mi número de cuenta personal, de mi domicilio o el número de teléfono en línea;
- * Usar cualquier número de cuenta distinto a mio propio;
- * Usar el acceso del distrito de tecnología de la computadora para fines comerciales, políticos y/o personales;
- * Usar el sistema para estimular el uso de drogas, alcohol o tabaco, o promover prácticas sin ética o ninguna actividad prohibida por ley o por las Normas del Distrito.
- * Usar el sistema para transmitir o tener acceso material que sea amenazador, sexualmente explícito, o menosprecio hacia otros basados en su raza, nacionalidad u origen de nacionalidad, sexo, u orientación sexual, edad, discapacidad, religión o convicción política.
- * Usar el sistema para transmitir material de autoría registrada (copyrighted) sin permiso del autor.
- * Usar trayendo (download) el material de autoría registrada que no sea otro el propósito que mi propio uso ;

Tengo entendido que no debo esperar tener privacidad en el uso que yo haga de la tecnología de computación del Distrito, y que el personal del Distrito puede controlar o examinar todas las actividades del sistema y asegurar el uso apropiado del sistema. Tengo entendido que mi falta de cumplimiento de cualquiera de estos reglamentos me expone a una acción disciplinaria, revocación de mi cuenta de usuario, y acción legal según sea apropiada.

Firma del alumno _____ Fecha _____

Nombre del alumno _____ Grado _____

Escuela _____

Tengo entendido que los derechos de mi hijo/a del uso de la tecnología de computación del Distrito están sujetos a los reglamentos arriba mencionados. También tengo entendido que podría ser imposible que el Distrito garantice que los alumnos no tengan acceso a algún material inapropiado.

Firma del padre/madre/encargado _____

Nombre del padre/madre/encargado _____ Fecha _____

EXPLICACIÓN DEL ACUERDO SOBRE EL USO DE LA TECNOLOGÍA DEL DISTRITO ESCUELAS DE WEST CONTRA COSTA

El Distrito Escolar Unificado de West Contra Costa usa las computadoras como una manera de aumentar su misión de enseñar las destrezas y el comportamiento que los alumnos necesitarán como adultos responsables y con éxito en nuestra comunidad. Las computadoras del Distrito proveen oportunidades de explorar y usar una variedad y emocionantes recursos incluyendo programas de computadora, CDROM de variados medios de comunicación y la Internet. Para tener estos recursos disponibles a todos en un ambiente seguro y productivo, el Distrito espera que los alumnos usarán las computadoras de una manera que sea consistente con su misión educativa.

Es importante que los padres, encargados y alumnos comprendan que la red de comunicaciones por computadoras (networks) del Distrito conecta varias computadoras juntas. Estas redes de comunicaciones pueden consistir en algunas pocas computadoras y siendo línea local de la escuela, o ellas pueden consistir en un gran número de computadoras dispersadas por todo el mundo, como es el caso de la Internet. Estas redes de información pueden proveer asombrosos recursos a nuestros alumnos. Por medio del Internet, uno puede comunicarse con las personas en todo el mundo usando como medio de charlas y por medio del correo electrónico. Además, la información de mucho valor educativo puede ser vista en tránsito ("downloaded") a las computadoras locales, realzando las oportunidades de investigación. Por su enorme dimensión, el potencial de la Internet es ilimitado. Sin embargo, con semejante gran potencial educativo también se presta con algún potencial para abuso.

Por la dimensión de la Internet, muchas clases de materiales caen dentro del sistema. Algunos de estos materiales no son aptos para los alumnos. El Distrito está comprometido a prevenir el acceso a materiales inapropiados siempre que sea posible. Sin embargo la Internet es tan vasta que es prácticamente imposible de filtrar todos los materiales ofensivos sin la cooperación de cada alumno. Por esta razón, les pedimos a los padres, encargados, y alumnos leer cuidadosamente los siguientes reglamentos y firmar el formulario.

WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT

UNIFORM COMPLAINT PROCEDURE FORM (Programs and Policies) PARENT COMPLAINT PROCEDURE FORM (District Employees)

This form should accompany all formal complaints against District programs, policies, or employees. Instructions for filing a Uniform Complaint or Parent Complaint are available at each school site and from the Office of the Special Assistant to the Superintendent, Room 109, 1108 Bissell Ave., Richmond 94801, Telephone 234-3825, Ext. 2002.

Name of Complainant _____ Date

Street Address _____ School

City Zip _____ Name of Student

Telephone (Day/Evening) _____ Name of Parent
(if not Complainant)

****If the complaint is against a program or policy, please check below and follow the instructions in the Uniform Complaint Procedure.**

Please check and complete "A" or "B"

A. I am filing a complaint alleging a violation of federal or state statutes related to this program: _____ I have/have not talked with the principal/program manager.

B. I am filing a complaint alleging a violation of a board policy related to: _____ I have/have not discussed this with the Special Assistant to the Superintendent.

****If the complaint is against a district employee, please follow the instructions of the Parent Complaint Procedure.**

I am filing a complaint against _____ (employee name)
who is working at _____ (site).

Use reverse side to write complaint. Additional pages may be used as needed.

(Office Use Only)

Date Received

Date Contacted

Resolution Date

rev. 7/95, f.complain

WASC 16761

WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT
PARENT COMPLAINT PROCEDURE

An openness on the part of District personnel to the legitimate needs of children and the rights of parents creates a solid foundation for the resolution of problems. Usually, the most effective solution to a school problem is found at, or close to, the point of origin. The great majority of problems that arise between parents and the schools are quickly resolved to the satisfaction of the parent and the benefit of the child.

Occasionally, a persistent concern may arise which is not, or cannot be, quickly resolved at the point of origin. Under these circumstances, the District wishes to make certain that adequate avenues are open for the parent to pursue the complaint. The following procedure is established to provide direction for parents attempting to resolve such concerns.

Informal Procedure

1. The parent shall first try to settle the concern on an informal basis with the employee involved or responsible.
2. If, however, the complaint is filed with the employee's supervisor instead of the employee, the employee will be notified immediately. Within five (5) school days, the employee shall confer on an informal basis with the parent alone or, at the request of the employee, with the parent and supervisor or his/her designee.

Formal Procedure

If the matter is not resolved at the informal level by the end of the fifth school day and the parent desires to file a formal complaint, the parent must file the complaint in writing on the form provided by the District.

1. The written complaint must be filed with the employee's supervisor within ten (10) school days.
2. The employee shall be notified immediately and within five (5) school days of the receipt of a written complaint, the supervisor shall arrange a meeting with the individual parent and the employee. The employee may, however, authorize the supervisor to solve the complaint within the five (5) school day period.
3. Both parent and employee shall be entitled to have a representative present.
4. The supervisor shall attend and act as a recorder and fact finder and shall render a written decision no later than five (5) school days after the meeting. The supervisor shall send a copy of the written decision to the parties making the complaint.
5. If the matter is not settled to the satisfaction of either party, an appeal may be made in writing to the Superintendent of Schools within five (5) school days. The Superintendent shall schedule a meeting with the parties involved within five (5) school days and shall send a copy of the decision rendered to all of the parties involved.
6. If the matter is not settled at the Superintendent's level, either party may appeal to the Board of Education within five (5) school days. Within twenty (20) calendar days, the Board shall, in a closed session, review the appeal and render a final decision at the time. A copy of this decision shall be sent to all parties involved.

WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT

PARENT COMPLAINT FORM

Name of Parent Filing Complaint: _____

Address _____
Street *City, State* *Zip Code*

Telephone Number: _____

Name of Employee Involved: _____

School: _____ Date Complaint Filed: _____

Specific Complaint:

Meeting Date Requested: _____

Return this form to: Principal's Office

WASC 16763

Signature of Parent

WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT UNIFORM COMPLAINT PROCEDURE

The following procedure is established to provide direction for any person or group who has a complaint about any district program or practice. This procedure will be disseminated annually to the families, staff, and community groups of the West Contra Costa Unified School District. Complaints include allegations of unlawful discrimination, violations of state/federal law, or disagreement or discontent with a particular procedure. Complainants are assured confidentiality and will be protected against any type of retaliation.

Complaints against actions of teachers must be filed using the "Parent Complaint Procedure".¹

If any person or group has a complaint, the complainant should:

- Step 1:** Submit a complaint to the school principal or appropriate department head. The complaint may be discussed informally. The complainant may request the appropriate chairperson, committee member, or any representative to attend the meeting. **If it is not resolved, the complainant should:**
- Step 2:** Submit a written complaint² to the District Complaint Officer (DCO). If requested by the complainant, a copy of the complaint may also be submitted to the chairperson of the appropriate committee.³ The DCO will then direct the complaint to the appropriate person. That person will be required to investigate the allegations and submit a written response to the DCO. This written response must be received by the complainant within 10 days. **If the complainant is not satisfied with the response and appeals:**
- Step 3:** The DCO will direct the complaint to the division or department head. The division or department head will investigate.⁴ A written response must be received by the complainant within 15 days. **If the complainant is not satisfied with the response:**
- Step 4:** The DCO, as the Superintendent's designee, will conduct an investigation.⁴ A written response must be received by the complainant within 15 days. **If the complainant is not satisfied with the response:**
- Step 5:** The complainant may appeal to the Board of Education. The DCO will facilitate the process. A written response must be received by the complainant within 20 days. **If the complainant is not satisfied with the response:**
- Step 6:** The complainant can submit a written appeal to the California Department of Education within 15 days after the Board's determination. If no satisfactory written response⁵ is received by the complainant, then:
- Step 7:** The complainant can submit an appeal to the State Superintendent of Public Instruction. If no satisfactory written response is received by the Complainant, then:
- Step 8:** The complainant can submit an appeal to the U.S. Department of Education.

Approved by the Board of Education
September 18, 1992

af:8-19-94, f:uniform

¹ Part of negotiated agreement between the WCCUSD and UTR.

² The appropriate department will provide assistance if necessary.

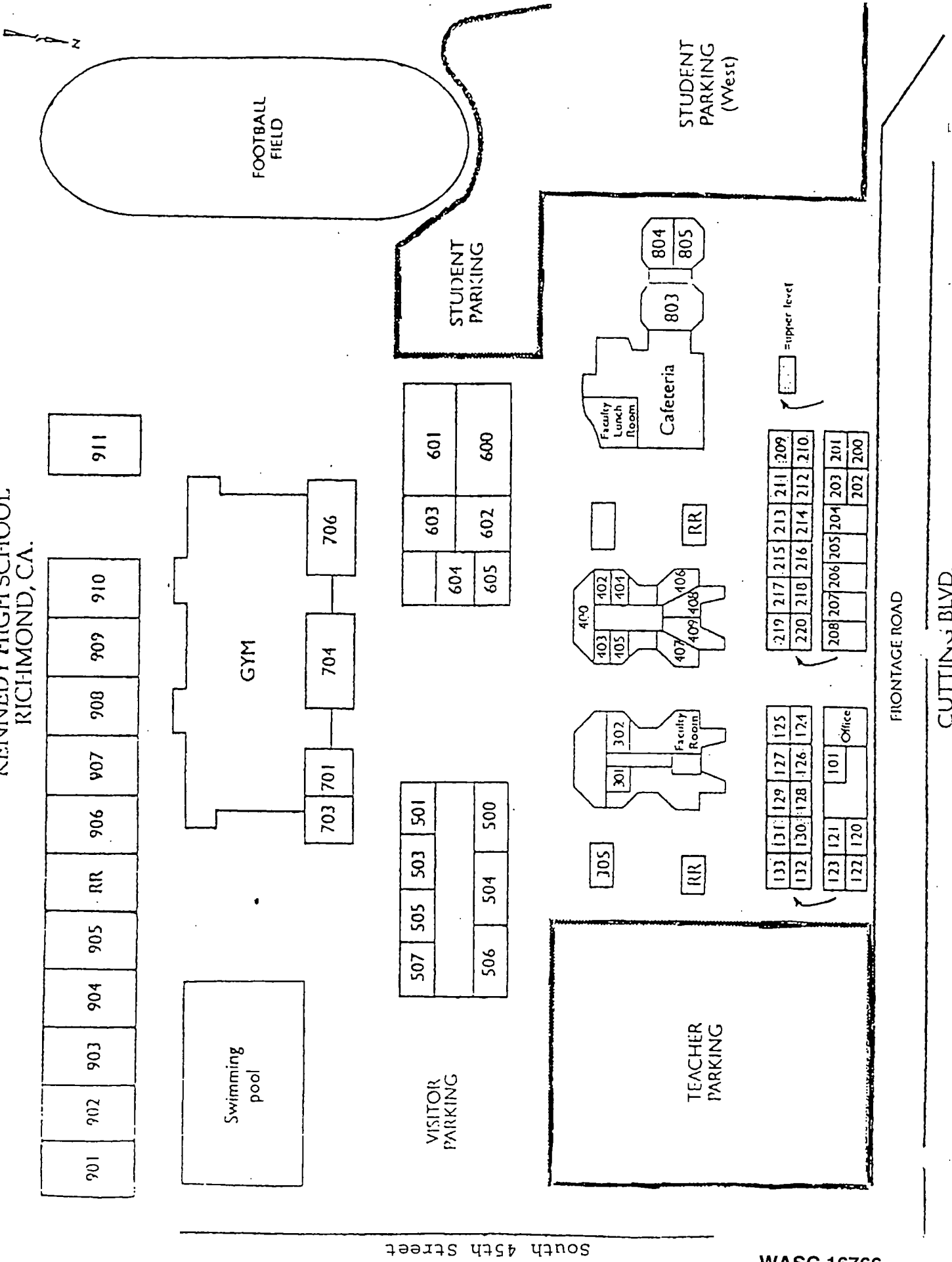
³ This committee has no legal responsibility to resolve the complaint.

⁴ The investigation of the complaint must provide an opportunity for the complainant, or the complainant's representative or both to present evidence relevant to the complaint, including an opportunity to question the parties involved.

⁵ A written report in English, or when necessary, the language understood by the complainant.

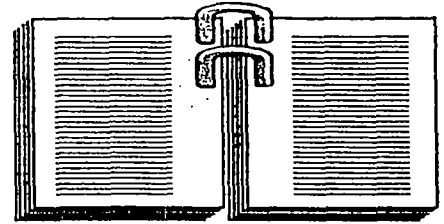
WASC 16765

KENNEDY HIGH SCHOOL
RICHMOND, CA.



South 45th Street

WASC 16766



WCCUSD CALENDAR
1999-2000
John F. Kennedy High School

Staff Development Day	August 30
First Day for Teachers	August 31
First Day of School	September 1
Labor Day – Holiday	September 6
Back to School Night	September 30
End of 1 st Quarter	October 29
Minimum Day	November 1
Veterans Day, – Holiday	November 11
Student Holiday	November 12
Minimum Day – Trimester 1	November 24
Thanksgiving – Holiday	November 25 – 26
Minimum Day	December 17
Winter Recess	December 20-31
Classes Reconvene after Recess	January 3
Martin Luther King, Jr. Day – Holiday	January 17
End of Quarter 2	January 21
Secondary Work Day – Holiday for Students only	January 24
Spring Break	Feb. 21 to Feb. 25
End of Quarter 3	March 31
Minimum Day	April 3
Open House – minimum day	April 13
Spring Recess	April 24 – 28
Declared Holiday – all employees	April 28
Memorial Day – holiday	May 29
Last Day of School	June 16

Student Fees:

Buss Pass	\$25.00	S.A. Card	5.00
Bus Ticket	5.00	Mailing fee for	
Yearbook	45.00	Report cards	5.00
P.E. clothes:			
T-Shirt	10.50		
Shorts	13.00		
Sweatshirt	13.00		
Sheatshirt w hood	15.00		



Alma Mater

**Hail to thee, our Alma Mater !
Loud her praises ring:
Still thy name in fond affection
Ever more we sing.**

**Alma Mater, Alma Mater !
We will always rule;
Ring the bells for Alma Mater
Kennedy, our school.**

**John F. Kennedy High School
4300 Cutting Blvd.
Richmond, CA 94804
(510) 235-2291- Fax (510) 235-1915**